Canadian
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d'Economie Familiale

Spring 1984 Volume 34, No. 2

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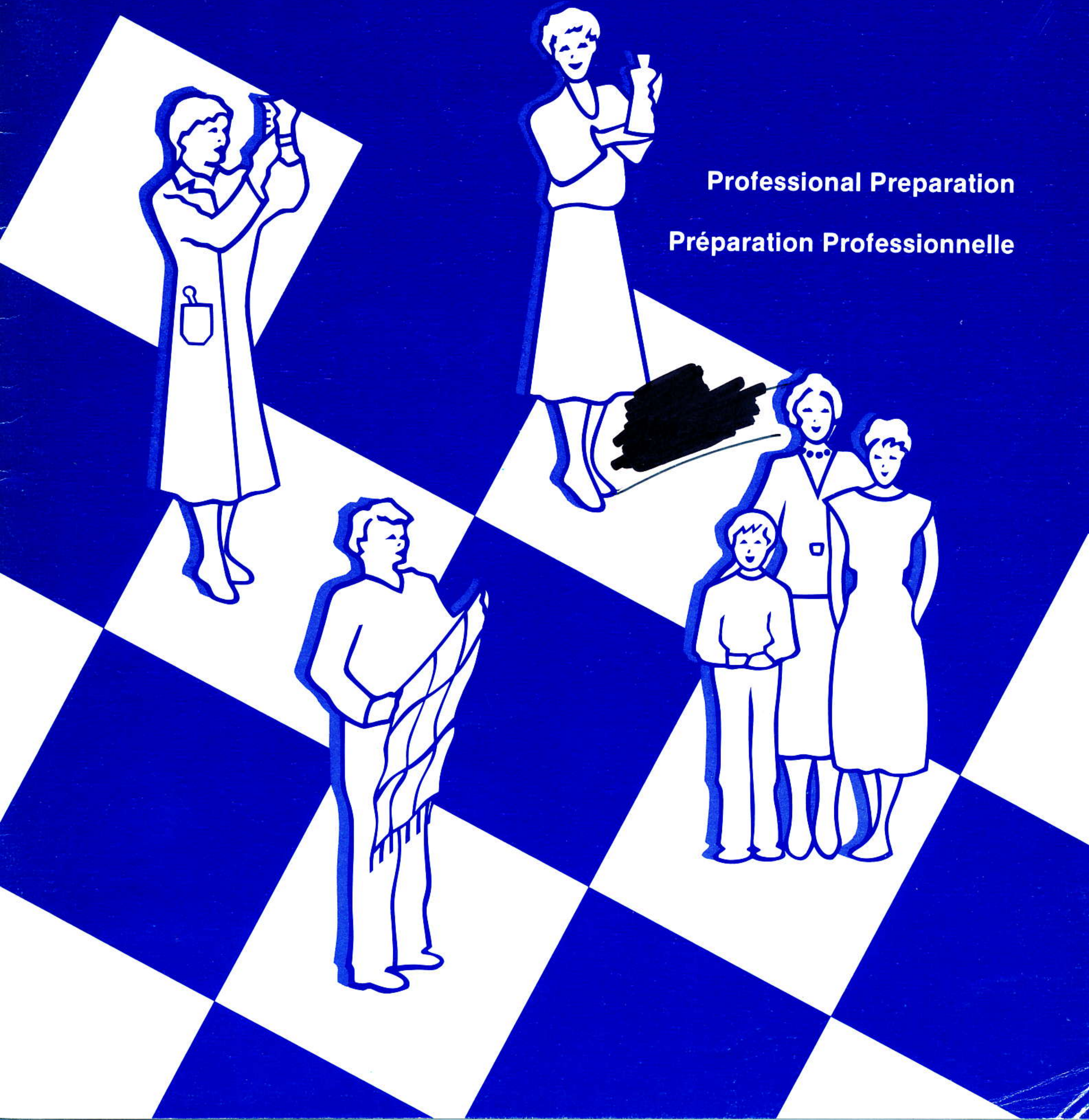
Professional Preparation

Préparation Professionnelle



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Canadian Home Economics Journal

Revue Canadienne d'Economie Familiale

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The Association: The Canadian Home Economics Association is the national professional organization for those educated and/or working in the field of consumer and family studies, foods and nutrition, home economics, and human ecology. The overall aim of the association is to promote the well-being of individuals and families and to serve home and community life in Canada.

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Contributors will find *Journal* themes and submission deadline dates in the Spring 1984 issue, pages 58-59 and the Guide for Authors in the Winter 1984 issue, pages 53-54.

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Cover design by Yvonne Lozinski — depicts the movement of players across a game board to symbolize the state of the art, professional preparation, professional practice, and looking to the future.

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. . . *from the* Editors

The Fall 1983 issue of *CHEJ* contained a readership survey that readers were asked to complete and return. The responses have been compiled and we share the results with you here. The editors are appreciative of the time taken by our readers to respond and to provide insight into their needs and wishes. Thank you.

In general, members responses were most complimentary and gave approval of the *Journal* as it stands.

Who Responded?

A total of 98 questionnaires were returned, 96% came from CHEA members—a return rate of 5.3% of CHEA members. On the basis of *Journal* circulation, the return rate was 4.8%. The results of the survey must be considered in light of the distribution of respondents. The largest return came from Ontario and from members employed in education which are the largest segments in CHEA according to geographic area and professional section. On the basis of recent membership data, groups underrepresented in the sample were: members residing in British Columbia, Alberta and Ontario; members whose professional selection was given as retired and undergraduate student; members whose occupational setting was listed as business, secondary school, and not employed. Groups overrepresented in the sample were: members residing in Manitoba and Maritime Canada; members whose professional affiliation was listed as education, homemaker, nutritionist, and graduate student; and members whose occupational setting was given as government and university.

Journal Use

The *Journal* is received and read at home by 68% of the respondents and at work by 42%. The majority, 66% read specific sections, 24% read from cover-to-cover and 21% circulate their copy to others. The *Journal* is set aside for future reference by 88%.

Advertising

The qualities listed most frequently for advertising were: honest representation, information relevant to the practice of home economics and about product availability. Twenty-five suggestions were given for additional products and services to advertise. The focal areas of these suggestions were food products, educational materials, and professional services.

Goals and Content

The four goals the respondents singled out as more important for the *Journal* were: to promote professional development, to report developments in subject fields, to disseminate research findings, and to facilitate communication of CHEA members with one another and with others.

Regular features of greater importance were: theme articles, research articles, book reviews, new publications and visuals, and what's new. Subject areas checked by the greatest number of respondents were: foods and nutrition, 68%; education, 38%; consumer studies, 35%; family studies, 33%; and home economics in business, 30%.

Answers to the free response questions were varied and will serve as a source of ideas for future issues of the *Journal*. Sixty-five issues or topics were listed and 7 prospective authors were named.

The topics listed were diverse and suggested that the membership is interested in effectiveness of home economists in their role as change agents. With this in mind, the editors have selected themes for 1985. Peruse the ideas presented and *make a commitment to share your ideas* about how home economists cope with and bring about change. •

Submission Deadlines

Transforming Institutions

September 15, 1984

Transforming Relationships

December 15, 1984

Transforming Environments

March 1, 1985

Transforming Values

June 15, 1985

The *Guide for Authors* on page 55, of the Winter 1984 issue outlines the procedures to follow when preparing a submission. •

La date limite pour faire une soumission

Transformation des Institutions

15 septembre 1984

Transformation des Rapports

15 decembre 1984

Transformation de l'entourage

1er mars 1985

Transformation des Valeurs

15 juin 1985

Le guide pour auteurs imprimé à la page 53 de numero d'hiver indique les procédés à suivre pour préparer et pour soumettre un article. •

Themes for 1985
Les thèmes pour 1985

The key concept for the theme sections of the 1985 issues of the *Journal* will be transformation: a concept that will allow us to delve into change — in structure, in outward appearance, in character or condition — of the aspects of society that influence the quality of life. What are the transformations? How can and must home economists transform in thought and action as society transforms beyond 1984? We challenge you to make a submission based on one of the following ideas.

Transforming Institutions
(*Winter 1985*).

How are transformations of the institutions of our society influencing individuals and families? How will we interact with other professions? What roles will home economists play? How will they play these key roles?

Transforming Relationships
(Spring 1985).

How are the relationships and interrelationships among individuals and communities changing? How is technological change affecting these relationships? What actions can the home economist, as a helping professional, take to insure that the transformations are positive?

Transforming Environments
(Summer 1985).

What changes are significant for the practice of home economists? What responsibilities do home economists have in the transformation of conditions in the near and far environments for the benefit of all people?

Transforming Values *(Fall 1985).*

How are intrinsically valuable and desirable features of society transformed as institutions, relationships, and environments change? Are values being eroded? How should the preparation and practice of home economists be adapted to and changed with these transformations?

As 1985 has been declared the *International Year of the Youth* by the UN, give thought to writing an article dealing with special problems of those 15-24 years of age. Take note of the author submission dates and set aside time now to prepare a submission. •

L'idée générale de la partie des thèmes des numéros du Journal en 1985 sera la transformation: une idée qui nous permettra de constater le changement - le changement dans la composition ou la structure, l'extérieur ou l'apparence, et le caractère ou la condition de divers aspects de la société qui influencent la qualité de la vie. Quelles seront les transformations? Comment les économistes familiales peuvent et doivent-elles transformer leur manière de penser et d'agir à mesure que la société se transforme après 1984?

Nous demandons à nos membres de contribuer des articles qui se portent sur ces sujets:

- **transformation des institutions** *(Hiver 1985)*
- **transformation des rapports** *(Printemps 1985)*
- **transformation de l'entourage** *(Eté 1985)*
- **transformation des valeurs** *(Automne 1985).*

Puisque 1985 a été désigné l'Année International de la Jeunesse par les NU considérez surtout comment ces sujets se rapportent aux personnes âgées de 15 à 24 ans.

Engagez-vous à écrire un article portant sur un de ces thèmes et réservez-y du temps dès maintenant. Veuillez remarquer les dates pour soumission. •

International Youth Year
L'Année International de la Jeunesse

Letters

Fullfledged Support for Shapka and Harrison

Shapka and Harrison's appeal to us as home economics/family studies educators in *Education for the Future Family*, CHEJ, 34(1), 15-16 to get our act together and develop learning experiences relevant for all students **deserves** fullfledged support.

The rapid social and technological changes which characterize today's society require individuals and families to reinterpret relationships, to make adaptions, to problem solve, and to manage scarce resources. Home economics programs which focus on developing conceptual systems of students and applying knowledge to problems of everyday living can help individuals and families to manage change.

Our profession is built on a solid knowledge base which encompasses a number of disciplines. Our emphasis is on the well-being of people — on prevention, rather than remediation or therapy. These are activities well worth publicizing **but** we have a weakness — public relations. It is imperative that we find a means of effectively publicizing our programs to administrators, to parents, to teachers in other disciplines, and to the public.

The Shapka and Harrison statement providing impetus. **Let's keep the momentum rolling.**

Eleanor Smith
Home Economics Department Head
Grant Park High School, Winnipeg

I can only agree with Shapka and Harrison and applaud their article *Education for the Future Family*. It is a timely article which should be distributed to all educators, administrators, parents, educational journals, newspapers, and so on — the list is endless. However, the article only whets one's appetite since so much more can be said about the role of family studies education and the future family.

On the other hand, isn't it *interesting* and *frustrating* how we as home economists must always clarify and support the relevance of family studies as part of a school's curriculum since family studies can help each individual become better educated in thought, language, feelings, and action and promote improved quality of life.

Yes, we must be more assertive and continue to make all concerned aware that if schools continue to designate and emphasize the so-called traditional subjects as the prime focus in our schools, then education is remiss in its responsibility to the development of the student by contributing to the development of an unbalanced individual.

Tanya Tremblay
Home Economics/Family Studies Consultant
Department of Education, Newfoundland

About Children's Magazines

I have just finished reading the Winter 1984 issue of the *Canadian Home Economics Journal*. I found Reuben Hill's article particularly thoughtful and thought provoking.

However, I was annoyed by the section on children's magazines in "New Publications and Visuals." Where are the Canadian children's magazines — *Owl* and *Chickadee*? I'm sure a children's librarian could have identified others. Our magazines have enough trouble surviving and a list such as the one in the *Journal* doesn't help.

Isabelle E. Morrison
Education Officer
Western Ontario Region

The article on children's magazines was great, but I feel that as Canadians we must publicize our Canadian children's magazines. My children have enjoyed *Chickadee* for years and are now old enough for the French magazines, *Oeul and Hiliou*.

Diane Shink
Teacher, Lachine

Communique CACSW

"International Women's Day offers women all over the world the chance to assess their past achievements and organize to meet the challenges of the year ahead," says Lucie Pépin, President of the Canadian Advisory Council on the Status of Women. "Today, I urge you to continue collaborating in a strong spirit of solidarity," Mme Pépin added.

"International Women's Day should also be a time of reflection for men. With equality and mutual respect in mind, we can together effect the crucial changes that women are striving for — and together we can reap the benefits," Mme Pépin emphasized. "In this spirit, we invite the men of Canada to celebrate this day with us — to reach out and share the difference."

- Be 'discriminating'! Hire a woman, promote another
- Interface together — Introduce your daughter to computers
- Be saucy! Teach your son how to cook
- Think love — not porn
- Support women athletes — back a good sport
- Be different! Send a cheque to a battered women's shelter
- Lend an ear — Compare notes with your child after a hard day's work
- Share for life — Support pension reform
- Put it down! Report a sexist ad
- Be pushy! Negotiate paternity leave in your work contract
- Join in housework — genetically, you can do it!

"So, be imaginative!" encourages Mme Pépin, "and invent your own ways to join the celebration and share the difference with us today and everyday." •

Source: *Canadian Advisory Council on the Status of Women*, Ottawa: March 8, 1984.

President's Message • Le Message de la Présidente

A Lifelong Commitment
Un engagement à vie

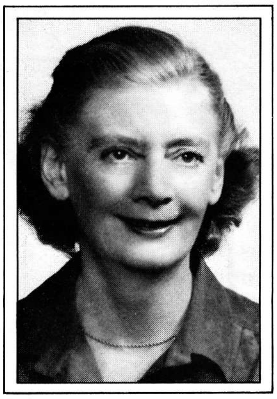
Margaret Wallace

If every professional was asked to define *professional preparation*, a wide variety of answers would be received. Rightly so, but there should be some consensus as to what, if not all, is common to most.

What is this common strand? Obviously a sound academic base that provides relevant knowledge and information about the discipline, basic scientific principles behind this subject matter, a sense of the historical purpose, and an awareness of future direction. To this core we must add understanding of people and the specific knowledge that provides each program with its unique quality and value. These could be ends in themselves. But, what use would all the information in the world be if we could not convey it effectively to others?

I broached my concern in the context of current university programs at the meeting of Deans and Directors in October in Edmonton and received an interesting response. This group is well aware of the importance of relevant programs and of the increasing need for appropriate continuing education. Availability however, varies for many reasons, and in the case of continuing education, it is crucial to have the actual committed support before a course can be offered in the first place.

To me, professional preparation encompasses the ability to think and learn for one's self and to know where to find the needed facts, but more important, to know how to analyse, select, and use facts in a satisfying rewarding way. It is virtually impossible to keep up with everything in this age of rapid technological change, but it is essential to learn how to discriminate the worthwhile from the faddish. Through contact with caring, responsible instructors and colleagues, the right attitudes and perspectives are encouraged to evolve and deepen, to allow us to form a sound philosophical base which takes into account our goals and ideals. This process of discipline and self-discovery reveals the need for professional responsibility and standards of ethical and moral values that are integral to the performance of our function.



Margaret B.C. Wallace

As more and more professionals break away from traditional fields, through interest or necessity, then the ability to think and learn for one's self and to be attuned to the dynamics of society and its effects on the lives of families and individuals becomes increasingly important. Particularly today, preparation for any profession should be a lifelong commitment and a statement of our belief in what we have chosen to be. •

Si on demandait à chaque professionnel de définir *la préparation professionnelle* on obtiendrait une variété de réponses. Mais une définition commune devrait faire le concensus de la plupart des professionnels.

Si nous essayons de définir ce fil conducteur commun, que serait-il? Evidemment, on le définirait comme ayant un fort bagage de connaissances académiques appropriées à la discipline, des principes scientifiques nécessaires à cette dernière, un sens historique du besoin de la discipline et la connaissance de la direction future. A cela nous devrions ajouter une dose de compréhension d'autrui, et une connaissance spécifique qui donne à chaque programme une qualité et une valeur unique. Ces buts seraient estimables en eux-mêmes. Mais, à quoi servirait toute l'information du monde, si nous ne pouvions pas le transmettre aux autres?

J'ai abordé ce sujet dans le contexte des programmes universitaires existants lesquels ont été discutés lors de la réuntion des doyens et directeurs qui a eu lieu en octobre dernier à Edmonton. Un tel groupe est très conscient de l'importance des programmes appropriés au besoin grandissant de l'éducation permanente. Cependant, l'efficacité varie beaucoup en raison de plusieurs facteurs, et dans le cas de l'éducation permanente, il est essentiel d'obtenir un appui inconditionnel pour permettre d'offrir un cours.

Selon moi, la préparation professionnelle sous-entend l'habilité de penser et d'apprendre par nous-mêmes, de savoir où trouver l'information de pointe dont nous avons besoin; mais, plus important encore, savoir l'analyser, la choisir et l'utiliser d'une manière satisfaisante. C'est pratiquement impossible d'être à la fine pointe dans cette ère de changement technologique en pleine mutation, mais il est impérieux de savoir faire la différence entre l'important et le négligeable. Par l'entremise de nos contacts avec les professeurs intéressés et les responsables, on encourage l'approfondissement de bonnes attitudes et des perspectives, pour nous permettre de se former une base philosophique qui tient compte de nos buts et de nos idéaux. Ce processus de discipline et de découverte de soi-même, nous révèle qu'il y a un besoin de responsabilités professionnelles et de certains standards d'éthique et de valeurs morales qui font partie intégrante à la performance de notre fonction.

De plus en plus de professionnels s'éloignent des carrières traditionnelles, à cause d'un intérêt ou d'un besoin, ensuite il est de plus en plus important d'avoir une bonne éducation, de penser et d'apprendre par nous-mêmes pour être à l'écoute du dynamisme de notre société et de l'effet sur la vie de famille et des individus. Tout particulièrement dans notre ère, la préparation pour n'importe quelle profession devrait être un engagement à vie et nous devons avoir foi en notre choix. •

Communique CCCSF

"La Journée internationale des femmes nous offre chaque année une occasion peu commune: celle de célébrer ensemble notre fête, dans tous les pays du monde, et de faire le point sur notre situation dans la société", a déclaré Lucie Pépin, présidente du Conseil consultatif canadien de la situation de la femme. "J'aimerais profiter de cette Fête pour féliciter les femmes du Canada des progrès accomplis et les encourager de tout mon coeur."

"Cette célébration des femmes doit être également un moment de réflexion pour les hommes de ce pays," a enchaîné Madame Pépin. "C'est ensemble, dans l'égalité et le respect mutuel, que nous devons participer au changement; car c'est ensemble que nous en récolterons les bénéfices. C'est dans cet esprit que je vous invite, messieurs, à réfléchir sur les rôles que vous jouez dans notre société, que ce soit en qualité de parent, d'époux, de collègue, de gestionnaire, de consommateur ou de citoyen."

- Gagnez au change — dites oui à la tendresse, non à la pornographie
- Faites vos jeux — miser sur les femmes athlètes
- Ayez la main heureuse — contribuez au fonds d'hébergement pour femmes battues
- Mettez-vous au diapason de votre enfant — parlez-lui, écoutez-la et vice versa
- Soyez de mèche — dénoncez une réclame sexiste
- Mettez la main à la pâte — initiez votre fils aux 'secrets' de la cuisine
- Ouvrez des horizons — initiez votre fille aux 'mystères' de l'ordinateur
- Améliorez votre effectif — embauchez une femme, voyez à l'avancement d'une autre
- 'Paternisez'! exigez un congé de paternité dans votre contrat de travail
- Assurez 'votre' avenir — prenez parti pour l'équité dans les plans de pensions
- Faites bon ménage — les corvées domestiques n'ont pas de sexe!

"Si vous essayez quelques-unes de ces suggestions, bravo! Si vous y ajoutez vos propres trouvailles, encore mieux," a conclu Madame Pépin. "Nous y serons tous gagnants!"

Source: *Conseil Consultative Canadien de la situation de la femme*, Ottawa: le 8 mars, 1984.

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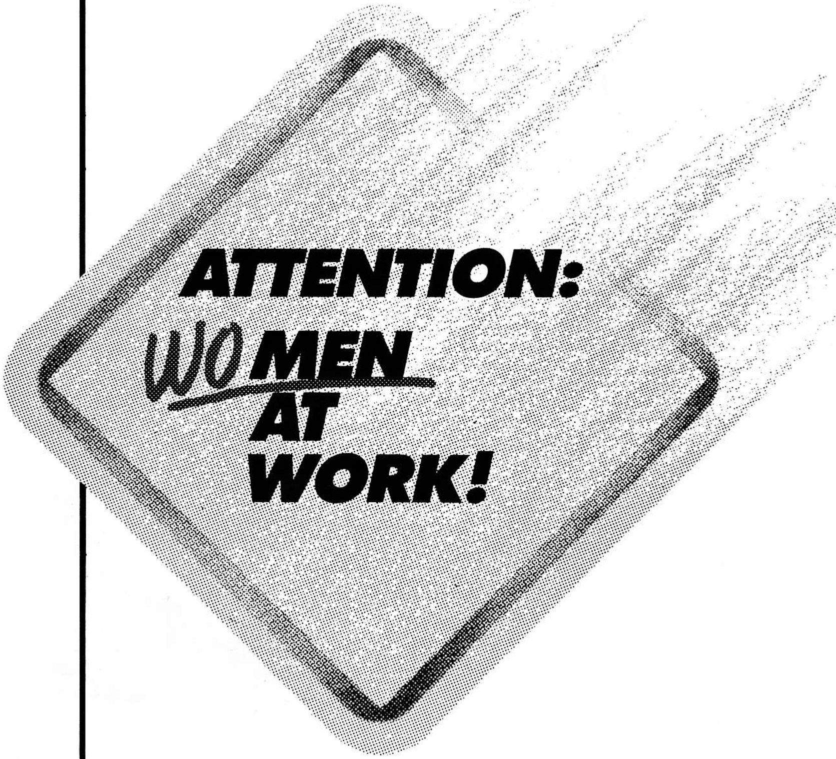

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THE WILL TO TRY

Home Economists Abroad

Helen C. Abell
Guest Editorial

Sincere concern with promoting either minor or major improvements in the level of living of families, hopefully, remains the core of home economics (by any name) in Canada, as it does in any other part of the world.

To translate this concern into meaningful action necessitates appropriate professional knowledge, skills, and above all sensitivity to the cultural norms which lay out the parameters for any formal or informal educational offering which would alter the status quo.

In Canada today, professional home economists are an integral part of a democratic, predominantly Christian, society with a high material level of living, an absence of armed conflict, and the increasing reality of independent decision making and self-fulfillment for the individual. Yet, this admittedly rosy generalization will be refuted by those individuals and groups who consider themselves to be disadvantaged relative to other individuals and groups.

The major difference between the minority of Canadians who perceive themselves (or who are perceived) as being relatively disadvantaged and the vast majority of Third World citizens who struggle for survival, lies in the area of expectation of altering the status quo. The former — but rarely the latter — are free to voice their concerns, to form like-minded organizations, to have access to mass communication media, and to peacefully promote and influence social action to bring about desired economic, political, or social changes.

The Canadian home economist who is motivated to apply her skills and knowledge in the Third World needs to realize that the vast majority are rural based, have limited access to arable land, and live at or near the subsistence level. Day to day concerns focus on procuring food, water, firewood essential for cooking, and basic medical care. An increasing number of families in some areas are anxious to have their children educated — for most this is seen as the way out of the poverty cycle. For males the hope is a government job and for girls, either a job or an increase in the *bride price*. In most of the Third World countries where home economics has been introduced it has been imitative of the originating country, and with a few notable exceptions, has not been adapted to local needs and realities.

In the land of the maple leaf, home economists, as evidenced by their activities in educational, government, and business circles, have not allowed their subject matter nor their teaching methods to remain static. There is ample evidence of continuous response to the needs of our change-oriented society. (Examine the contents of our Journal over the past ten years.)

Thus, if you, as a Canadian home economist have the will and opportunity to work abroad, the first requisite is to try to comprehend the realities of day-to-day life in the host country and make your contribution accordingly.

You may find that the typical kitchen is three stones and a clay cooking pot heated by smoking dried cow dung or by a few corn stalks, set in the open or under a thatched roof; that a far off stream or well is the only place where clothing can be washed, people can bathe, and family drinking water obtained. You may find that the women spend many hours each day working on their families' small plot of land or leave their homes to work wherever they can as agricultural laborers. You may find that the wife in a typical family is one of two or more co-wives and that all decision making is the perogative of the adult male in the household. Your effectiveness as an agent of change may lie in directions far different from those you envisaged before leaving home.

Before you board a jet, be aware that out of our rural past, Canada developed and benefited from two potent instruments of social change, the *Women's Institutes* and the *Farm Radio Forum*. Basic to both are interaction of local people, transfer of information, and the will to improve their own level of living. A knowledge of these developmental tools and your willingness to introduce or to support them may add to your effectiveness abroad. Good luck! ●

Helen Abell received a BHSc from the University of Toronto and MS and PhD degrees from Cornell University. The focus of her career has been on research in rural families in Canada and many parts of the world. She has lectured at many universities and is currently a private consultant in socio-economic development. In recent months, she has been honored for her significant contributions having been awarded a *Fellowship* from Ryerson Polytechnical Institute and named as the *1983 Alumnus of Honor* of the University of Guelph.

The Focus of Home Economics Undergraduate Programs

Photo courtesy University of Manitoba

Change and Diversity

Abstract

Canadian university undergraduate programs that educate those who will become home economists have undergone recent changes. The changes are designed to meet the needs of students for their role in the society of the 1980s. The findings of a survey conducted by CHEJ are summarized according to recent innovations and future developments, the generalist-specialist issue, changing enrolment patterns, and name changes.

Résumé

Les programmes du premier cycle en économie familiale dans les universités canadiennes ont subi quelques modifications récemment. Ces modifications sont censées adapter le programme aux besoins des étudiant(e)s face à leur rôle dans la société des années '80. Les résultats d'une enquête faite par CHEJ sont résumés selon les innovations récentes et les développements à l'avenir, la question généralisation-spécialisation, la nouvelle direction que prennent les inscriptions et les changements de noms.

Canadian universities and colleges having educational programs that are used as entrance to the home economics profession modify their programs on a continual basis to meet the demands of students and the needs of a changing society. The changes are often subtle as instructors adapt components of courses each year to keep abreast of the times and sometimes the changes appear radical when an entire program is reorganized. Some modifications are cosmetic, others are a marked departure from the traditional. It seemed appropriate, in an issue of CHEJ focussed on professional preparation, to determine what changes are occuring and what changes are envisioned in the near future.

As a consequence, the editors conducted a survey of programs in home economics and related areas. The request for information was sent to 23 institutions, with responses received from 18. Five of the 18 were reports on home economics education programs.

The responses reveal an exciting and varied array of programs — an array that indicates a wider diversity than the areas formalized within the structure of CHEA and that unique specialties can be found across Canada. This report describes the status of the subject matter programs first and then the status of the teacher education programs.

Subject Matter Programs

Recent Innovations and Directions for Future Development.

No common thread was found in the responses, but it is evident from the information submitted that each institution is aware of the need to modify and adapt to advancing technology and the changing social climate. The recent innovations and directions for future development are reported under the following headings: structural change, program modification and innovation, program impetus from facilities and equipment, interdisciplinary efforts, new technology, and international development.

Structural change. Several of the reporting institutions have increased the length of their programs. The BHE program at Mount Saint Vincent and the BSc in home economics at Acadia have been lengthened from 3 to 4 years. Windsor and Western Ontario have introduced 4-year honors programs. In these cases the additional year adds opportunity for greater specialization.

Acknowledgement. The Editors express sincere appreciation to those administrators who responded to their request for information.

The time has come to determine priorities for education rationally and to determine what is important to do in light of the realities of social conditions and family needs.

Shapka and Harrison, 1984

Traditionally the degree designations have emphasized the "science" orientation of the programs or "home economics." With the changes of name new degree designations have evolved — BHEcol (Bachelor of Human Ecology), BAA (Bachelor of Applied Arts) etc. Both Western Ontario and UBC are looking toward the possibility of introducing BA degrees. In the former case, the degree would be offered for majors in the area of clothing and design. At UBC proposals for programs leading to the BSc and BA degrees are being prepared. "These degrees would be available to students who intended to follow academic or research careers, rather than the professional careers of home economist or dietitian for which the BHE degree would still be appropriate." It appears that there will soon be a myriad of degrees which will increase the confusion about "who and what is a home economist."

Some new programs are on the horizon. Laval introduced a Certificate in Consumer Studies in September of 1983. The program consists of 30 credits and will take one year of study. It is designed so that it may be taken as a part-time course of study. Ryerson is contemplating the introduction of a two-year degree program with a professional focus that would be available to candidates who hold recent BA or BSc degrees.

Program modification and innovation. Program modification can be subtle, as in the case of courses that are updated annually, but retain the same calendar description, or can be highly visible when a program is reorganized and the course content adjusted within a group of "new" courses. Financial restraint and modification of institutional structure were reported as impeding plans for future development. For example from Acadia: "Since any new structuring may affect the School of Home Economics, it is impossible to plan for any major changes until such time as the report is released."

When institutions reorganize their programs or elements of them, it often means change in emphasis. It is important to recognize that a program change will not be noted in the marketplace for two to four years depending on the position of the change within the structure of the program. Thus the graduates from a new program introduced at Manitoba in 1981 will not hit the professional market until 1985. The program change at Manitoba included a modified admission requirement. Although a high school science course is required for entrance, the requirement of chemistry has been dropped for those students who will be majoring in clothing and family studies. The essential feature of the Manitoba program is that the students have greater elective choice and can tailor their programs in line with their educational and career goals.

At UBC, a set of courses on professional development has been explicitly developed for the curriculum. "These courses are intended to provide students with a clear understanding of the range of opportunities available in the field of home economics as a helping profession, of the issues facing practicing professionals in the field, and of the skills required of these professionals." Alberta also has one course of this nature.

The addition of a hotel and restaurant management program within the Department of Foods and Nutrition is pending at Alberta. "The actual offering of the program awaits the approval of senior administrative bodies and special funding." Likewise, Manitiba is continuing to strengthen and develop the curriculum with present efforts directed at development of a concentration in food service management within the foods and nutrition major.

Saskatchewan is currently proposing several changes to its program. "The major change is in the required core courses . . . the proposed core consists of four courses, one to be taken each year, which focus on the common processes of importance to professionals in the human service professions, and the common professional issues which these professionals will encounter." These courses would replace the current subject matter core. The net result of these changes will allow greater depth in an area of emphasis within each division.

Work-related experience is gaining appeal in university programs. Saskatchewan has expanded their field placement courses to include more students and a wider range of sponsoring agencies. A major innovation at Mount Saint Vincent has been the introduction of a co-operative education program. "After the completion of two academic years on campus, students alternate semesters in paid employment arranged and supervised by the university with semesters of study on campus. Work responsibilities are of a progressively more demanding nature and are related to the student's program of studies." At Windsor, community service programs are a recent development. Government grants have enabled them "to provide counselling services in many areas of home economics, namely nutrition, clothing aid for the handicapped, and consumer counselling services."

Manitoba has plans to strengthen the apparel design and production option within the clothing and textiles major. Of interest is the development of a co-operative program between the Departments of Clothing and Textiles at Manitoba and Alberta whereby students may spend a term away from the home university to acquire course content not otherwise available.

Program impetus from facilities and equipment. Alberta has, over the years acquired a large historic costume and textiles collection which "has provided the impetus and enthusiasm to develop courses in conservation and documentation of such artifacts . . . [Their] students have been able to gain first-hand knowledge and through community links with museums, (national, provincial, and private ethnic) have been given important experiences." Ryerson plans the development of a costume collection, focussing the collection on the 20th century.

At UBC, plans are underway for "a program which will integrate into the existing curriculum the familiarization of students with the range of audiovisual and other technical skills available to the practicing professional." Many of the changes being implemented are made possible by the new capabilities offered in their new building.

At Moncton the availability of a home economics related program has been invaluable. Since its creation in 1967, this program has introduced home economics professionals into the french community of New Brunswick.

Interdisciplinary efforts. Most of the reporting units document the development of co-operation with other units on the campus. These efforts take three forms: development of programs with a contributing department, the inclusion of optional or mandatory courses from an outside department within the program, and the development of service courses for students in other departments.

Courses taken in other departments have always been an important part of the home economics curricula. The nature of the courses taken have become very diversified — no longer confined to background courses in arts and science, supporting courses now range from business administration when the program emphasis is merchandising, restaurant management, or consumer studies . . . to physical education courses for selected food and nutrition programs.

Many departments have made a concerted effort to form liaison with other departments on their campuses. Examples of these efforts are drawn from the information provided by Windsor, Saint Francis Xavier, Ryerson, and Mount Saint Vincent. At Windsor "a fashion design and merchandising program developed in co-operation with the Faculty of Business Administration; the Interior Design program liaising with the Faculty of Arts".

At Saint Francis Xavier "a recent innovation in the Food and Nutrition program is the option for the student to include some courses in physical education thus providing the student with a nutrition and fitness concentration." Ryerson is considering the "development of interdisciplinary courses with programs in early childhood education, social work, nursing, environmental health, urban and regional planning, focussing on issues in public policy, community support, research and planning." At Mount Saint Vincent "an interdisciplinary program in hospitality and tourism has been proposed with the Business Department which would offer a certificate, diploma or degree to those seeking preparation in an area which brings more revenue to Nova Scotia than any other sector of the economy including fishing, agriculture and forestry."

Service courses form an important part of the interdisciplinary efforts. No longer are service courses developed only for those entering the health services field; now they are being developed in apparel manufacture for engineering students and in foods and nutrition for business administration and physical education students.

New technology. Home economists of the future will not be without computer skills. Ryerson has "nutrition software for use in a new IBM 3033 facility with 44 terminals that are available for classroom teaching." PEI continues to encourage computer use in several courses and this year, Saskatchewan introduced microcomputers in several courses and students were required to complete assignments using them.

International development. An international thrust is evident at several institutions — at Mount Saint Vincent "with Nutritional Education and Recuperation Centres at Bani and Limsol, in the Dominican Republic; and a link with the University of Malawi to assist in the development of a full-fledged diploma and degree programs in home economics and to prepare faculty; and activity in the Northwest Territories where courses in foods, nutrition, and family studies are being offered for university credit." This international dimension is also apparent at Moncton; it has been several years since they started a co-operative program with Nicaragua to assist in alleviating the malnutrition in that country. These programs provide rich resource material for the teaching of home economics and often provide an opportunity for interaction with students from other countries.

Generalist-Specialist Education

What is considered to constitute generalist education varies widely — in some institutions it involves a required core of subject matter courses, in others a core that provides students with information about the various aspects of home economics with limited concrete knowledge about subject matter, and in others breadth of knowledge of the field is dependent on course choices of the students. It appears that a number of the programs have been moving toward greater specialization over the past 10 or so years. The overriding message received is that the majority of curricula allow flexibility in which specialized programs have room to allow students to elect courses from other areas to add a modicum of generalization to their programs. On the other hand those students who are enrolled in generalist programs often have the opportunity for some specialization. The career objectives and the functions to be performed within that career are the determining factors for the courses selected. The need for both generalist and specialist education remains and is clearly recognized.

Many statements illustrated this. PEI has a general degree, "however, this general degree does not preclude

Photo courtesy University of Manitoba

the opportunity for students to follow their special interests and develop their individual talents by choosing electives around a central theme and thus building some degree of individualized specialization into their program of studies. To this end, the number of required courses has been reduced and various groupings of electives have been suggested." From Moncton: "Le fait de continuer d'offrir des formations du type 'généralists' n'empêche pas de nouveax élans de développment et permet de refaire constamment l'équilibre entre une formation intellectuelle de base et une formation professionnelle du type 'généraliste' en diététique aussi bien qu'en 'home economics.'" From Alberta, "we have not, since 1970, offered a 'general' program having made the decision that specialization is the most feasible route. We do, however have three programs which can be 'generalized' if a student wishes to do so." At Manitoba, "the comprehensive (general) major was retained when the new curriculum was introduced in 1981, for students planning careers which require a broad base in the areas of faculty expertise (careers such as communication, teaching, public relations, extension, etc.). . . . The comprehensive major is regarded as one of four areas of specialization."

Enrolment Patterns

The number of students enrolled has generally increased. Alberta reports an all-time high as does Manitoba. In the latter case, the increase since 1980-81 has been 54%. Acadia, Mount Saint Vincent, and Saskatchewan have had increases in their enrolments this year after several years of declining enrolment in the '70s.

One change in enrolment patterns described is an increasing proportion of older students who are enrolled in both full- and part-time study. Some of these have come into home economics after partial or completed university or community college study, others from full-time homemaking and the work force.

The female/male ratio has not changed appreciably. At some institutions the number of students, (both male and female) enrolled in other faculties, who are taking courses within the home economics field of study has increased significantly — in some instances doors are opening after years of discrimination.

Name Change

Of the 13 reporting institutions offering subject matter majors in home economics and related areas seven maintain the name home economics. However, two of these indicate definite or possible name change.

The four recent name changes are: UBC, School of Family and Nutritional Sciences; Manitoba, Faculty of Human Ecology; Ryerson, Department of Food, Nutrition, Consumer and Family Studies; and Saint Francis Xavier, Department of Nutrition and Consumer Studies. Saskatchewan stated that a proposed change in name is being presented to the University Faculty Council in April 1984.

Teacher Education Programs

In Canada there are three patterns of home economics teacher preparation — (1) by initial enrolment in education taking the subject matter specialization as a minor or area of concentration within the education program, (2) as an after-degree certificate program where the home economics requirement for entrance varies from 18 credits to a degree in home economics or equivalent, and (3) as an integrated program whereby students obtain degrees in both home economics and education. Five of the institutions providing teacher training responded to our survey.

The Faculty of Education at New Brunswick has recently introduced a Certificate of Advanced Undergraduate Study (CAUS); it is a 36-credit-hour program. Within home economics, two CAUS programs are available both leading to higher certification by the Department of Education.

At the Faculty of Education at Toronto, those with an undergraduate degree with at least three full courses in home economics may take Home Economics Education as one of their teaching options in the Intermediate and Senior division programs.

"Applicants to the BEd(HEc) program at McGill now spend two years at Macdonald College and one year in the Faculty of Education on the McGill campus . . . Home Economics at McGill is in a state of transition due to shifting priorities and economic uncertainties."

Future developments in home economics teacher preparation programs include: at Alberta, the possibility of incorporating computer use into the program, at New Brunswick, examination of the recasting of home economics as a practical science, and at McGill the investigation into the making of all the components of its degree available to evening students.

Integrated home economics/education programs have been developed at three institutions — Manitoba and Mount Saint Vincent have 5-year programs, while Acadia has a 4-year program.

These programs are all truly generalist in nature in that most home economics teachers must be able to deal with all aspects of the home economics curriculum.

Summary

This article does not provide the readers with all of the information that was received, but only highlights that give an indication of the direction in which programs are moving. Three trends appear evident — greater specialization, sensitivity of the need to change curricula in light of social and technological change, and greater attention to the development of interdisciplinary programs.

The editors would also caution that mention of courses developed recently at some institutions does not mean that they may not be available elsewhere. In some instances programs that are new to one institution have, because of different social or economic factors been offered for many years at other institutions. If it has been awhile since you visited your university or a local one, take the opportunity when it arises. You will be impressed, as were the editors, with the new developments, with the diversity of programs, and with the changes that are the future of the home economics profession. •

Professionals claim to know something that no one else knows. They have unique, identifiable knowledge and skills. A professional has learned basic theory plus the skills to apply the theory.

Liz Dowdeswell, 1984

A Framework for Reconceptualizing Home Economics[1]

Anne MacCleave-Frazier and Eloise Comeau Murray

Abstract

This article presents a rationale and framework for reconceptualizing present and future practice of the profession of home economics. The rationale, based upon the perception of home economics as a unified field concerned with home and family, is based largely upon the work of Brown and Paolucci. The framework combines historic and contemporary views of home economics which integrate professional involvement over time, place, and role.

Résumé

Cet article présente une analyse raisonnée et un cadre concéptuel appuyant une nouvelle conception de l'exercice professionnel présent et futur de l'économie familiale. L'analyse, basée sur l'idée que l'économie familiale est une discipline unifiée concernant la famille et le foyer, découle en grande mesure des ouvrages de Brown et Paolucci. Le cadre dans lequel l'économie familiale est présentée combine les points de vue historique et moderne de façon à intégrer l'engagement professionnel selon le temps, l'endroit et le rôle.

Traditionally, home economics programs have reflected the milieu in which they existed. For example, as North American families altered food preparation techniques through a series of fuels—wood to oil to electric to microwave to convection—home economists adapted their materials and delivery systems to address these developments. Expectation of the need to adapt to change has been a hallmark of the profession, even though consensus concerning the nature, direction and extent of change necessary has been uncommon.

Among the contingencies associated with the reality of change in home economics are two levels of the concept *appropriateness*. The first of these addresses the fit of professional endeavor with the material and social culture, as in the meaning associated with *appropriate technology*. For example, Axinn (1981) notes the negative impact of attempting to transfer a North American solution to a West African problem. At the same time, appropriateness can be viewed as *congruency* of any endeavor with the larger mission of home economics (Brown, 1980).

In this second meaning of the concept, the profession appears to lack a common set of criteria against which to test alternative courses of action, despite our history of adaptation to change.

In light of these observations it is possible to ask the following rhetorical questions:

- *Why is home economics still uncertain of alternative courses of action when facing the future?*
- *Why is the matter of appropriateness still so central an issue?*
- *Why have our experiences not given us sufficient professional maturity to feel confident to influence the direction of the future?*
- *Why does it appear that various sectors of the profession fail to see the contribution of their work to the total mission of the field?*
- *What makes us think that the new technologies will be more transforming of the profession than those we have encountered in the past?*

Among the persistent concerns, the issue of the nature and purpose of home economics has plagued the profession since its inception. In general, there has been lack of agreement about the profession's intents. Vaines (1982) identifies three distinct approaches to the organization of home economics in higher education—as a single field, as a collection of disciplines or specialities, as a unified field. This breadth of identity is a confounding factor in determining congruency of endeavor to the mission of home economics. Perhaps a lack of clear sense of professional identity accounts for the wide variety of reactive stances in the face of change, rather than presentation of a coherent posture.

The profession lacks a unifying framework which integrates professional involvement over time, place, and role. Maskow (1982a, 1982b) describes home economics as a relatively small profession with varied career frameworks. Further, she attributes a professional identity crisis to the fact that many university home economics programs have dropped the educational component that deals with the professional practice of home economics. While bringing specialists into the

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[1] Initial work on this framework was done as a part of the MacCleave-Frazier and Murray, *Reconceptualizing the Teaching of Clothing in Consumer and Homemaking Programs: Implications for Teacher Preparation.* Pennsylvania Department of Education Contract #83-2811, The Pennsylvania State University, University Park, PA 16802.

field has been beneficial for prestige and enlarging the research base, the teaching of content without a working philosophy does not add up to professionalism.

Home Economics programs require reconceptualization in light of today's realities and the probabilities for the future of families.

Brown (1983) identifies the wholesale adoption of a technical rationality as a debilitating condition for "rational, enlightened, moral practice in the profession" (p. 48). Furthermore, such modes of action do not facilitate the differentiation of means and ends in professional practice. An illustration of the means/ends confusion is provided by the previous example of food preparation techniques. More frequently the response has been focussed upon the concrete aspects of the situation, that is the changing fuel and technology and/or means of preparing food. What has been lost is sight of the more fundamental question of ends or purposes to be served; specifically, the need for families to provide optimal nourishment for their members.

This confusion between means and ends prompted Peterat and McLean (1982) to criticize home economics for justifying change solely in terms of current trends and social problems. When viewed out of context, the relationship of social problems to more fundamental concerns is lost. The substance of problems that families face are relatively constant. It is only the manifestations of the problems that change over time. Thus, Brown (1980) urges home economists to differentiate between what issues appear to be and what they are.

A related issue is the lack of consistency between theory and practice. As Horn and East (1982) note: "Most of all, we need to think about the conceptual boundaries of our field in order to make our practices consistent with our stated beliefs and explicit values" (p. 14).

On the threshold of a range of alternative futures, it is imperative that the profession answer the question, "What profession is this profession in?" Professional stability, perhaps even survival, will be predicated upon a shared identity and set of beliefs. To this end, a framework was developed to reconceptualize the teaching of home economics and to guide decisions concerning the appropriateness of alternative courses of action.

This framework is based in part upon the work of Brown and Paolucci (1979) and Brown's proposals for home economics curricula (1976). It endorses a unified view of the field; that is, the view of home economics as a personal service profession, concerned with problems that humans have as humans (Brown, 1980).

Rationale

Central to this rationale is the conception of home economics as primarily concerned with home and family. Simpson (1981) claims that home economics is the only field that focusses on *total* family. Historically, the themes of home and family and well-being of families are clearly expressed in the Brown and Paolucci statement of the mission of home economics. According to these authors, this mission:

> . . . is to enable families, both as individual units and generally as a social institution to build and maintain systems of action which lead (1) to maturing in individual self-formation and (2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them (Brown and Paolucci, 1979, p. 23).

As applied to curriculum, Brown believes that home economics should focus on the perennial practical problems of families. *Practical problems* are concerned with what actions to take. It is impossible to fully predict the outcome of decisions relating to these problems because they are based on grounds which are uncertain. Furthermore, historical, socio-political and/or cultural contexts are significant to practical problems. Values are also significant, as the selection of one solution or course of action instead of another represents a statement of worth. The solution does not lie in a context or value-free generalization that may be applied in an unreflected manner across all situations. Reflective thought and judgment are necessary for the resolution of practical problems.

Perennial practical problems are those which are not time specific. Every family must deal with problems of this nature. For example: What should be done about providing optimal food for the family? What should be done about caring for the elderly? What should be done about providing appropriate clothing for the family? While the **means** for providing a solution may change over time, the **substance** of the concern remains the same.

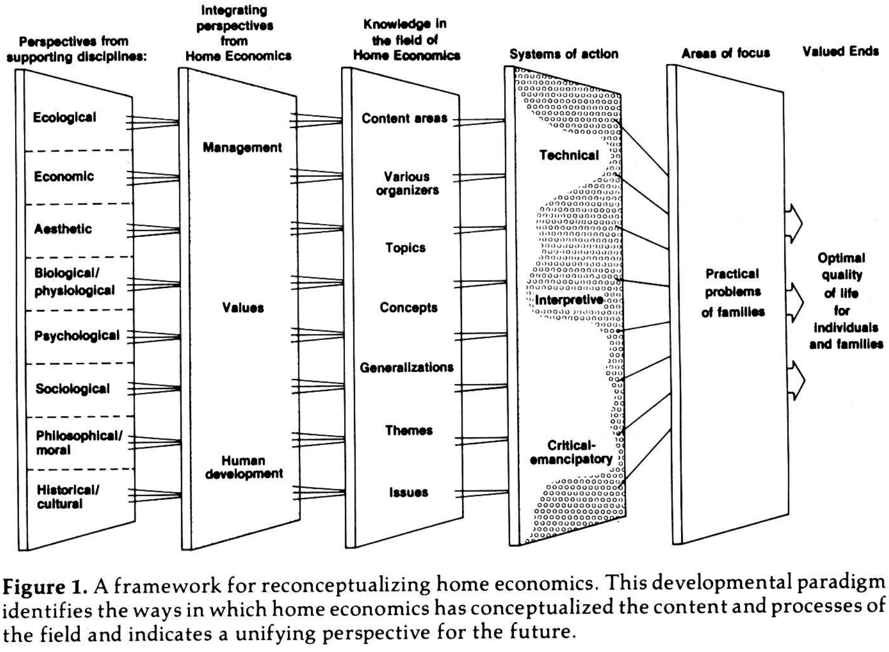
Perspectives from supporting disciplines:
Ecological
Economic
Aesthetic
Biological/ physiological
Psychological
Sociological
Philosophical/ moral
Historical/ cultural
Integrating perspectives from Home Economics
Management
Values
Human development
Knowledge in the field of Home Economics
Content areas
Various organizers
Topics
Concepts
Generalizations
Themes
Issues
Systems of action
Technical
Interpretive
Critical-emancipatory
Areas of focus
Practical problems of families
Valued Ends
Optimal quality of life for individuals and families

Figure 1. A framework for reconceptualizing home economics. This developmental paradigm identifies the ways in which home economics has conceptualized the content and processes of the field and indicates a unifying perspective for the future.

Conceptual Framework

The major premise of this article is that home economics programs require reconceptualization in light of today's realities and the probabilities for the future of families. Figure 1 provides graphic presentation of the conceptual framework.

The framework, presented as a series of screens, is primarily a *developmental paradigm* for it depicts historic relationships as well as current content and process areas of home economics. Attention to historic relationships is critical if coherency is to be maintained in professional endeavor over time. As stated by Brown (1983): "To chart a course from where we are, we have to **comprehend where we are**, unless we wish to increase the possibility of going in circles" (p. 57).

Despite the linear arrangement of these screens, in operation the process would be non-linear and dynamic. An optimal quality of life cannot be achieved for all time, but must be continuously redefined by individuals and families. Similarly, the substance of perennial practical problems is relatively constant, but the means of resolving these problems would alter with time and context. These means would subsequently determine the appropriateness of the perspectives adopted (see screen 1, Figure 1).

While historic relationships are depicted in the model, these are not strictly sequential. For example, home economics has always utilized knowledge from supporting disciplines and applied this knowledge to areas of concern. This relationship is depicted in the **first screen** which represents perspectives from supporting disciplines. However, this first screen has been updated to reflect an increased number of perspectives as well as modern disciplinary and subdisciplinary areas. Several of these areas were undeveloped or in their infancy when the field of home economics came into being. It is quite possible that these perspectives will be altered in the future as knowledge becomes reorganized into new or different disciplinary units. Any or all of these disciplinary perspectives could support the study of home economics. Adoption of a restricted number of perspectives would limit the potential of home economics.

The **second screen** for the model represents the integrating perspectives of home economics. These perspectives were delineated in *The Bird Book* published by the American Home Economics Association in 1967 as the three major concepts for unifying the content of all home economics subject matter areas. The five major subject matter areas included are human development and the family, home management and consumer economics, housing, foods and nutrition, clothing and textiles. In addition, a variety of process skills as well as content areas became associated with these unifying concepts. Thus, this screen is shaded to indicate an additional emphasis on process skills.

According to East (1980), the introduction to these unifying perspectives represented an attempt to overcome lack of continuity and the *hit-and-miss relationship* in subject matter content among the various levels of home economics programs. Despite this attempt to ensure relevancy and professional congruency among content and process areas, problems still occurred. Approaches to these integrating perspectives have become increasingly technical in orientation. This overemphasis on the accumulation of technical information has, at times, caused home economics to lose sight of its mission. As a result, the subject matter areas of home economics have often failed to reflect a primary concern for families or the realization of their position in society. Despite the changing needs and lifestyles of families, many programs are still based on the assumption that traditional family roles and technical skills, such as clothing construction should form the basis of contemporary home economics programs (MacCleave-Frazier & Murray, n.d.).

Among other problems, the process skills to be used in conjunction with the three unifying concepts have not always lived up to their potential. The process skills of values clarification, decision making, and problem solving, widely employed in management-related problems of the subject matter areas, may serve as an example. In consumer studies, management principles might be applied to decisions concerning the acquisition, use, and care of consumer goods while value clarification processes help individuals determine personal values in relation to these decisions. However, the criteria for making decisions have often been narrowly conceived without consideration of other relevant alternatives or the underlying meanings of choices. The exclusive emphasis on personal values also ignores the social implications of these choices.

Perhaps lack of a clear sense of professional identity accounts for the phenomenon of various sectors of the profession assuming a wide variety of reactive stances in the face of change, rather than presentation of a coherent proactive posture.

Screen three of the model represents the knowledge from the field of home economics. This knowledge has been organized in a variety of formats. Of these selected examples of various organizers, concepts and generalizations have dominated curriculum development since the 1960s.

Concepts allow us to classify and organize information, events, situations, and behavior. Rather than referring to a single instance as do facts, concepts represent characteristics that several objects, events, or individuals have in common (Fraenkel, 1980). Without this ability to order and structure the information in our environments, we could make no sense out of an overly complex world. Relationships among concepts are expressed through the formulation of generalizations. As such, they describe and structure data. Generalizations may describe relationships among concepts, suggest causal relationships or correlations, and help individuals make greater sense out of their experiences (Fraenkel, 1980).

Employment of concepts and generalizations, however, does not guarantee the adequacy, coherency, or relevancy of program offerings. While concepts and generalizations are extremely helpful in ordering and structuring knowledge, their mere accumulation without focus or purpose is not enough. Fraenkel (1980) quotes Bruner's observation that concepts are invented rather than discovered. Hence, an exclusive emphasis on concept learning would deny learners the opportunity to discover alternate meanings of phenomena. In addition, Brown (1980) has pointed out that context is essential to the consideration of practical problems. While generalizations are extremely useful in guiding our thinking, context-free generalizations that are universally applicable may not be appropriate for addressing the contextual aspects of practical problems.

While home economics has made great strides in synthesizing knowledge from supporting disciplines and in organizing and integrating this knowledge into concepts and generalizations, a primary focus on the home and family has not always been maintained.

Thus, while home economics has made great strides in synthesizing knowledge from supporting disciplines and in organizing and integrating this knowledge into concepts and generalizations, a primary focus on the home and family has not always been maintained. Efforts across the first three screens must be expanded and improved. Responding to the practical problems of families also requires that home economics programs move beyond these first screens and encourage learners to acquire a number of ways of thinking and knowing. These are depicted in **screen four** which represents the three systems of action. Like the second screen, this screen is shaded to indicate the dependence of the systems of action on process skills.

Technical or purposive-rational system of action is concerned with the manipulation of inanimate objects in matching resources to meet family needs. Technical action is appropriate when families need to find means to reach specific ends since it deals primarily with the maintenance functions of the family (Paolucci and Ching, 1982). Technical problems are concerned with "how to"— for example, how to prepare a nutritious snack, how to balance a budget, how to recognize standards of quality in consumer products.

Interpretive or communicative system of action is concerned with determining and understanding the meaning of phenomena and establishing clarity in communication. Language, both verbal and nonverbal, is central to this system. When applied to areas of human development and interpersonal relations, the search for shared meanings would be primary. The discovery of shared meanings involves examination of the perceptions and assumptions which include the values, beliefs, intentions, and purposes underlying speech and nonverbal language. While it is important to become aware of the social meaning of our material culture and forms of interaction, and to consider current norms and standards; home economists also need to be sensitive to and aware of personal and idiosyncratic meanings of these phenomena. In addition, they need to understand the relationships between individuals and society implied by diverse meanings. As stated by Brown (1980), "since human action has embedded in it the intentions and meanings of the actor, knowledge of human action requires interpretation of those intentions and meanings" (p. 53). Thus, the interpretative or communicative system has particular significance in the study of home economics.

As expressed in Brown and Paolucci's statement of mission (1979, p. 23), the valued end sought by home economics is the enhancement of quality of life through self-formation of individual family members and the encouragement of social participation of families. *The critical-emancipatory system of action* is central to the attainment of this valued end for it is concerned with examining the forces in society that inhibit or enhance self-formation. An additional concern involves changing social structures and changing society to create a moral and just ethos (Paolucci and Ching, 1982). Instead of adjusting to society as a "given," families can transform society through collective action. Decision and action are arrived at through reasoning and are not based on habit, tradition, dogmatic belief, or emotion. In addition, the consequences of decisions and actions are thoroughly considered. Who would benefit, for example, from a particular decision or course of action? Who would be in the least advantaged position? What alternative courses of action might be considered? Is the decision or action both rational and just?

The employment of interpretive and critical-emancipatory systems of action call for a process orientation; that is, the development of critical, reasoned, and reflective thought. The intellectual skills of critical, creative, analytic thinking and value analysis would be relevant to these systems. It must be remembered that the systems of action are not isolated or discrete. The shading indicates their interdependence.

A practical problem format as represented in **screen five** would ensure a focus or direction for the knowledge in the field of home economics. It would also ensure the congruency of individual programs and professional roles with the purposes or valued ends of the field as a whole. The *focussing* of home economics curricula around *perennial practical problems* could serve as the basis for integrating a variety of perspectives from supporting disciplines. On the other hand, if the adoption of a number of different perspectives resulted in the mere accumulation of diverse topics, concepts, or generalizations, programs would be incoherent and incongruent with the nature and purpose of home economics. A practical problem focus would provide a framework to synthesize information and ensure unity, coherency, and relevancy. The number and nature of perspectives adopted would be determined by the type of problem addressed.

If a perennial-practical-problem focus were adopted, it must be recognized that many problems represent a level of generality which transcends the traditional subject matter boundaries of home economics. For exam-

Professional stability, perhaps even survival, will be predicated upon a shared identity and set of beliefs, without undue restraint of professional expression.

ple, the perennial practical problem concerning what to do about developing self-formation crosses all subject matter divisions. There are at least **two approaches** to practical problems of this nature. One direction would involve the adoption of a *thematic approach* which would eliminate the boundary lines separating subject matter areas. An alternate approach might involve maintaining existing subject matter areas, but reconceptualizing them into a *practical problem format*. When addressing problems such as the development of self-formation, knowledge from each of the subject matter areas might contribute to the solution.

Finally, a perennial-practical-problem format provides a more enduring basis upon which to plan curriculum. Inherent in this approach is the matter of context. It supports examination of the relevancy of time and setting and thereby provides a perspective beyond here and now.

As outlined in the model, the purpose of home economics is to assist families to define and strive to attain an optimal quality of life. If this purpose is to be fulfilled individuals and families must become informed; capable of assuming responsibility; and of thinking rationally, independently, creatively, and critically. Thus, the self-formation of individuals coupled with concern for others and enlightened social participation of families represent goals related to the overall valued end of attaining an optimal quality of life.

Summary

The framework described does not invent new dimensions of the profession of home economics. Rather, it synthesizes various aspects, indicates relationships among approaches to home economics instruction, and relates them to valued ends of the profession. In this way, it provides a basis for making choices among alternatives that arise in the future. Agreement upon criteria against which to consider future options enhances the probability of professional integrity. While the question of appropriateness will remain a constant, adoption of a unified view of the profession may provide a basis for making congruent choices.

One of the advantages of frameworks is their heuristic nature. They permit perception of old issues in new light. Similarly, new issues can be assessed in a manner that avoids the means/ends confusion that has plagued our field. This framework for reconceptualizing home economics could serve as a means to develop a global perspective relevant to the nature and practice of the profession. Likewise, potential research areas become evident. Above all, the framework will serve as a guide to assess the impact of home economics program efforts upon family well-being as the future brings changes to be addressed. As Simpson (1981) notes:

> Changes in all facets of society affect the family, hence . . . (we need) to be informed about these changes and continuously engage in analysis of the changes for implications for their teaching, keeping in mind that the changes are understood better when viewed in larger social context and in their relationship to other changes — and constants — and that the responsibility goes beyond **reaction!** (p. 4-5).

The willingness of the profession to reconceptualize its content, processes, and goals will be central to its relevance in the future. It may well be the key to the question, "What profession is this profession in?" •

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What Makes *One* a Home Economist?

The Generalist–Specialist Dilemma

Mildred Barnes Griggs

M.K. earned a degree in home economics education 10 years ago. Since graduation she has worked in a bank and was recently promoted to a high-ranking administrative position. M.K. is a member of several service organizations and a professional association for bankers; however, she has never been a member of a professional association for home economists.

D.H. has a major in food service management from a faculty of home economics. In the 10 years since she graduated she worked for two large interior design firms and is presently head of her own firm that specializes in kitchen appliances. She started her own business because she felt her former employers had not given sufficient consideration to the needs of the people who purchased cooking appliances. D.H. is an active member of two national associations. One is for retail managers and the other for home economists.

Abstract

Undergraduate home economics degree granting programs are becoming more and more diverse. This movement has led to considerable debate about whether the specialized programs are home economics and whether the graduates are home economists. This article reviews some of these issues and makes some recommendations for curriculum planners.

Résumé

Les programmes du premier cycle qui confèrent des diplômes en économie familiale se diversifient de plus en plus. Cette diversification a provoqué un débat considérable mettant en question les points suivants: les programmes de spécialisation sont-ils l'économie familiale et les diplômé(e)s sont ils/elles des professionnel(le)s en économie familiale? Cet article passe en revue quelques-unes de ces questions et offre certains conseils aux responsables de la planification du curriculum.

Mildred Griggs is a professor of home economics education at the University of Illinois, Urbana-Champaign. She holds EdD (Illinois), MEd (Illinois), and BS (Arkansas AM&N College) degrees. She is currently the past-president of the *American Home Economics Association*.

Both M.K. and D.H. earned degrees from a college of home economics. But, are they both home economists?

What is Home Economics?

Many definitions exist for home economics. In her book, *Home Economics: Past, Present and Future*, Marjorie East (1980, p. 7) said, "A good way to start an argument among home economists is to ask the simple question 'What is home economics?'" and went on to review many of them. In *Home Economics: A Definition*, Brown and Paolucci (1978, p. 1) suggest that a "Definition must be more than a mere written or spoken statement; it occurs in our minds and therefore in our practice as home economists." These authors went on to classify home economics both as a profession and as a practical science.

Most definitions of home economics emphasize a relationship to families and individual self-formation. Some writers focus on the relationship between the body of knowledge and family functions; others describe the work performed in relation to the needs of individuals and families (East, 1980, pp. 7-40; Horn and East, 1982, pp. 10-17; Miller, 1983, pp. 54-55; Belck, 1983, pp. 55-57 and 59).

What Makes One a Home Economist?

What are the bases for deciding whether one is a home economist? Is it **education?** Is it **job title?** Is it **philosophy?** Is it the **code of ethics** that guides one's professional behavior?

The discipline of home economics includes several areas of study. In order to be a home economist is formal instruction in all areas required? Can people be home economists if their *formal education* does not include all areas, but is concentrated in restaurant management, dietetics, child development, or fashion merchandising?

One of the often-stated benefits of a degree in home economics is that it prepares one for a variety of occupations. Does one need a particular *job title — home economist, extension agent, home service director — or function in order to be a home economist?*

It is assumed that in the process of being educated and socialized into a profession one acquires a philosophy of mission or purpose. Can agreement upon professional mission or *purpose* that guides professional practice be a basis for determining whether one is or is not a home economist?

Many professions have a written *code of ethics* that governs the behavior of their members. Is there a written or unwritten code of ethics that identifies behavioral practices of home economists and distinguishes them from non-home economists?

Academic Preparation

What is home economics? What makes one a home economist? These are complex questions. Is it too simplistic to say that home economics is a field of study that consists of the study of food, nutrition, child development, housing, clothing, family relationships, and consumer education? Is it too simplistic to say that in order to be a home economist one must have engaged in formal study in all of these areas: that people whose formal study is limited to one or two of these areas are not home economists?

In the past practically everyone who enrolled in home economics in a higher education earned a general degree at the bachelor's level. People tended not to specialize until they enrolled in post graduate programs; therefore, every major tended to have some knowledge in all of the content areas.

Now, students commonly enroll in specialized home economics curricula in their first year of university education. This trend has prompted debate over the merits of generalist versus specialist academic preparation. There has also been considerable speculation over the impact of this change on the *commitment* of graduates to the *mission and purpose* of home economics. In the U.S., some speculate that one of the reasons that membership in the *American Home Economics Association* has declined is because graduates of specialized curricula tend to affiliate more closely with their specialization than with home economics.

The rationale often given for the shift from general to specialized preparation is market demand for specialization. Educators report that students want to prepare for specific occupations. However, recent reports indicate this view is changing. Some employers are beginning to select liberal arts graduates over graduates from vocational curricula because the former are more adaptable. Will this trend become true in home economics related occupations?

Professional Value Orientation

Brown and Paolucci (1978, pp. 12-18) identified the characteristics of a profession as follows:

- Oriented toward providing a service beneficial to society.
- Service involves intellectual activity and the mastery of theoretic knowledge related to the work situation.
- Members seek to assure that work within the profession is morally defensible.
- Scope and purpose of the profession is limited.

They proposed (pp. 46-47) that the mission of home economics "is to enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead (1) to maturing in individual self-formation and (2) to enlightened, co-operative participation in the critique and formulation of social goals and means for accomplishing them."

Home economics is a helping profession. Combs, Avila and Purkey (1978, p. 5) stated, "The helping professions are applied professions and require doing something with knowledge. In all the helping professions there exist the knowers and the doers, the scholars and the practitioners." The authors (1978, p. 10) identified six major categories for the perceptions of effective helpers: content or subject matter; frame of reference; what people are like; the helper's self-concept; purposes—society's, the helper's own and those related to the helping task; and helping methods of techniques.

To me, the question of whether one has general or specialized knowledge and skills of home economics is not as important as how one uses the knowledge and skills. Key questions that determine whether one is a home economist include: Do I accept the mission of the home economics profession? Is that mission reflected in my professional practices? Do I actively support the continued advancement of the profession?

In 1964, Caroline Budewig (p. 16) wrote, "Home economics has developed in so many directions in the last 50 years that its practitioners have lost their feeling of unity and inner relationship." Budewig went on to ponder whether there is a "spirit" in home economics that gives it meaning. Could that "spirit" be a *shared mission* and *value orientation* that is common among home economists?

To me important questions for those designing undergraduate curriculum are: "How does one learn about and come to value the mission of home economics?" and "How do people learn to choose between desirable and undesirable courses of action in their work?"

One cannot assume that when students choose an undergraduate major in home economics that they are aware of its mission. This must be taught, just as the subject matter content has to be taught.

Home economics curriculum in higher education must include the **what** as well as the **why** and the **how**. Undergraduates must be taught home economics knowledge and skills. They must be helped to understand their importance and they must be helped to select appropriate ways of using their knowledge and skill based on understanding of the professional mission.

Undergraduates require socialization into the profession. We, as practicing professionals should assume a greater role in this socialization process. First, we can serve as *role models* and share our professional beliefs and commitments with them— things that are important to us are likely to become important to them. Second, we can provide *extracurricular experiences* for undergraduates that will prepare them for future occupational and professional responsibilities. A third thing we can do is bring students from various home economics curricula together to *enhance their understanding* of how all the parts come together to make up a composite picture of home economics.

Conclusion

There probably are as many arguments for offering a general undergraduate curriculum as there are for offering specialized curricula. The ability of our profession to respond to the many needs of families may serve as good a basis as any for settling this debate. There is a need for both kinds of graduates. For certain functions people who possess knowledge in all the subject areas are needed. In such cases, it seems reasonable to anticipate that these home economists will have breadth of knowledge but may lack depth. For other functions we need people who possess knowledge in only one or two areas; however, the need for depth of knowledge will be greater.

If we need generalists as well as specialists to fulfill our mission, we ought to have undergraduate programs for both groups. However, in the making of a home economist, we must remember that knowledge alone is not enough. We must have an affective component in our curriculum. We must help students value our mission and be willing to use it as a guide for determining appropriate professional practice. ●

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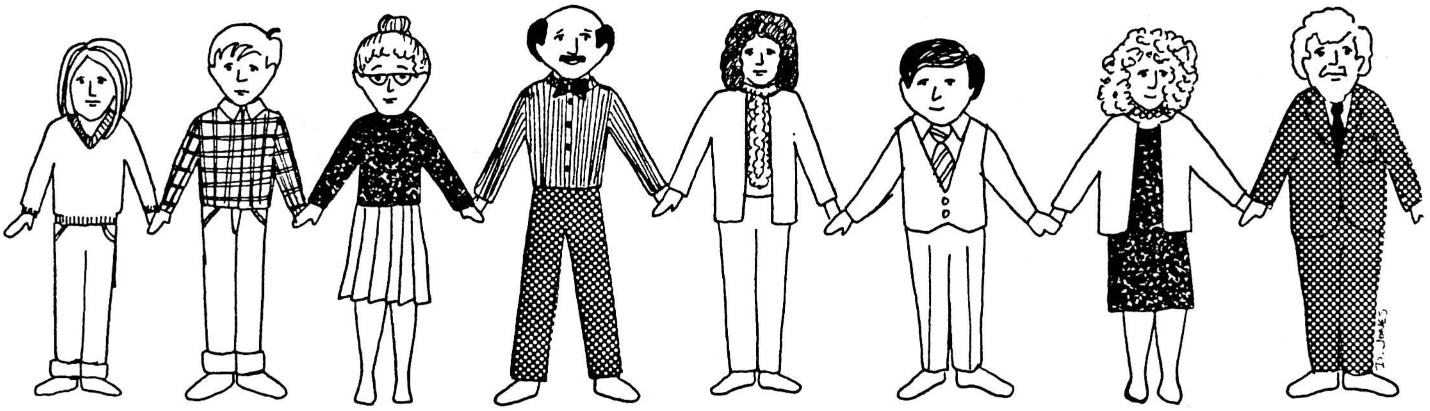
VOLUNTEERISM



A Significant Approach to Professional Preparation

Colleen Watts

Abstract

As the competition for jobs increases, the need for practical experience to supplement formal education becomes crucial. Volunteer work within the community can be invaluable towards assisting individuals to becoming professionally prepared. The benefits to volunteering go beyond the volunteer's basic motive of wanting to share knowledge and skills. The opportunity for career rehearsal, for easing reentry into the work force, for making employment contacts, and for networking are all positive side benefits. This article addresses the issue of how professional preparation needs may be achieved through volunteering.

Résumé

En raison de la concurrence croissante pour trouver l'emploi, le besoin d'acquérir de l'expérience pratique après l'éducation scolaire afin de s'accréditer davantage devient crucial. Le travail bénévole à l'intérieur de la communauté peut être d'une valeur inestimable dans la formation de l'aspirant/e au niveau professionnel. Les avantages découlant du travail bénévole vont au-delà des motivations fondamentales de vouloir partager ses connaissances et ses talents. C'est aussi une occasion d'avoir un avant-goût de sa carrière, de s'intégrer de nouveau dans le marché du travail, d'entrer en relations avec des personnes de conséquence et de profiter du réseau social (network). La façon dont le travail bénévole assiste l'individu dans sa formation professionnelle est la question qu'adresse cet article.

Today's volunteer is a sophisticated volunteer. Not only is today's volunteer concerned with providing better service or extending community causes, but also with providing direction to the service and evaluating the effectiveness of the work. This same volunteer wants to share knowledge and skills and also develop new ones. It does not detract from the volunteer's basic motive of wanting to *help out*, to recognize that the volunteer also has important needs that may be met through volunteering. As Wilson (1976), a leader in the field of volunteer management, suggests, "When we remember that what a person needs is what will motivate him, then we begin to see the significance this has regarding a person's performance on the job, whether that job is paid or unpaid" (p. 44).

A volunteer is most often described as a person who gives time and energy without renumeration or compensation. The wide range of volunteer positions now available is one of many changes in the volunteer field. As Wilson (1976) points out, "more people than ever are volunteering and they represent all segments of the community. Blue collar workers, students, retired professional people, businessmen, ... have all joined with housewives to swell the ranks of community action groups of all kinds" (p. 20).

We hear a lot about community need for and benefit from the efforts of volunteers — not so often do we hear about the needs of and benefits to the volunteers. Volunteers should expect and be provided with opportunities that are satisfying, growth producing, and capable of meeting some of their professional preparation requirements. This paper will address the issue of how professional preparation needs may be achieved through volunteering.

Home Economics Volunteer Programs, an Example

My experience with professional preparation through volunteering comes from my role as a volunteer and as a previous co-ordinator of volunteers. Manitoba is unique in that it has had a formal home economics volunteer program since 1979. The Winnipeg region home economists, who serve one half of the population of Manitoba, initiated the volunteer program as a method of extending services in the priority areas of nutrition and money management. Volunteers for the program are recruited from the senior classes in the Faculty of Human Ecology, unemployed and underemployed graduates looking for experience, and retired home economists.

Colleen Watts graduated from the University of Manitoba with a BHEc and joined the Manitoba Department of Health and Community Services as a community home economist and later became co-ordinator of the Home Economics Volunteer Program. She held that position until 1981 when she began her current career as a free lance home economist.

During an initial interview, the potential volunteer's objectives, interests, skills, and motivations are established. Thorough training is provided to all volunteers and consists of orientation and special topic workshops relating to their assigned projects. The volunteers also receive technical newsletters as well as a volunteer newsletter called *Volunteer News* which keeps them informed about programs, new resources, potential volunteer projects, upcoming training events, and potential job opportunities. Volunteers are evaluated at the end of a major project or every six months, providing them with an opportunity to receive feedback on their work and to assess future needs and training. This information can also be used for job recommendations. Some examples of projects that home economics volunteers have been involved with include assessing pre-natal nutrition risk forms, developing and resourcing nutrition displays, teaching basic living skills to mentally handicapped adults, providing courses and presentations to community groups, and writing articles for newsletters.

This program has managed to meet and match the needs of the community, the organization, and the volunteers.

Professional Benefits of Volunteering

Theory into practice. The opportunity to put theory into practice is a strong motivator for those who choose volunteer experience. It fulfills a basic desire to share knowledge and skills with others — and home economists have much to share. Testing out current skills and developing new ones with the supervision of experienced professionals used to be a privilege reserved for the few graduates who obtained employment. Now, with the abundance of volunteer programs, students and graduates have excellent opportunities to supplement their formal education.

Career Rehearsal. Perhaps one of the greatest benefits of volunteer work is the opportunity for what might be referred to as career rehearsal. It involves more than just putting theory into practice. Appropriately chosen volunteer work with an agency, not only allows an individual to practice the skills but also to begin to understand some of the dynamics of the work environment. Learning about an organization's administration, program planning process, communication networks, and hassels is an invaluable experience. Although it is unrealistic to think that a volunteer could ever have a complete career rehearsal, the experience does provide an excellent opportunity to get a better picture of the real work world. A volunteer should be prepared to discover dislike for various aspects of their chosen profession. This enlightenment is often as valuable as discovering that a future career is all that was expected.

Reentry to the work force. For those reentering the work force, volunteer work provides an opportunity to keep up-to-date with developments in their field of practice and to gain recent experience. Volunteer work can also help a person who wishes to return to the work force to regain confidence and belief in personal skills — an important prerequisite to job hunting. Anyone who has job hunted knows that the days can be long and depressing. Volunteer work can help to fill some of this time while increasing confidence and adding experience for a resumé. An added benefit is that it provides a chance to work out the *bugs* of managing a career and a family before making a long-term employment commitment.

Access to training is a valuable feature of volunteering. Many agencies extend their training beyond instruction for a particular volunteer job and provide volunteers access to workshops designed for staff — an opportunity to further knowledge and skill development.

Learning about the resources and the variety of agencies in the community can be another spin-off from volunteering. The role of a professional often requires consultation with other community services. Sorting out the wide diversity of services and programs available to clients can be overwhelming. The sooner one has an opportunity to learn about these services, the better one will be equipped as a professional home economist.

Employment contacts. Employment contacts made through volunteer work cannot be underestimated. These contacts are important not only to those graduating and those reentering the work force, but also to the home economists who have moved out-of-province. Volunteer work can be an efficient method not only of learning about services and programs, but of making contacts. Employers rarely have an opportunity to see prospective employees *in action*, but this occurs when a former volunteer applies for a job within that organization. It is understandable that a volunteer who has already demonstrated skills, initiative, and knowledge would have an advantage over another applicant with comparable skills and training. An added benefit to both the employee and employer is the volunteer's inside knowledge of the agency.

The employment contacts often extend beyond the volunteer's immediate agency. Most social service agencies consult and co-operate on programs, adding to a volunteer's potential job contacts. For example, in Manitoba, an important thrust in the home economics volunteer program has been to assist the mentally handicapped in developing basic skills for living independently in the community. Two home economists volunteers who were involved in teaching these skills obtained full-time positions as a direct result of their contact and experience with the outside agency.

Networking. The most obvious benefit for professional preparation through volunteering is the opportunity for networking. Smith (1982) describes the essential elements of networks as including, "an element of sharing, of needing each other, of being supportive and of mutual benefit. Equally important is the clearly understood purpose of getting ahead, of clear cut goals, of a strong sense of self-interest, coupled with a sense of group interest." She later adds, "In all instances, an effective network will bolster self-esteem, confidence and awareness, provide opportunities for communication, validation and peer support" (p. 117).

A good volunteer program will provide most of these elements — a chance to share special skills with others who need them. It will also strengthen knowledge and skills which in turn will bolster self-esteem and confidence and will reinforce a conviction that the work of home economists is valuable.

Self Directed Approach to Volunteering

The Lamble (1983) self-directed approach to professional development

(Continued on page 80)

Preparing Family Life Educators

Guidelines for Training Programs

Margaret Edwards Arcus

> *It has been possible to deny that the field of family education is really a profession because so many who teach that subject have so little specific training for their task.*
>
> *Kerckhoff & O'Connor, (1978)*

Abstract

One of the ongoing concerns in family life education has been the preparation of family life educators. Because many such educators are inadequately prepared for their responsibilities, recent attention has been given to standards for their training and certification. Guidelines for this training and certification have been identified by a Committee of the *National Council on Family Relations*, and include: families in society; internal dynamics of families; human growth and development; human sexuality; interpersonal relations; family resource management; parent education; family, law and public policy; ethics; and family life education. Some implications of these guidelines for home economics are noted.

Résumé

Parmi les préoccupations actuelles en éducation de la vie familiale est celle de la formation des éducateurs et éducatrices. Puisque plusieurs d'entre eux et elles ne sont pas à la hauteur de leurs responsabilités, une attention toute particulière a été prêtée récemment à l'établissement de certains critères relatifs à leur formation et l'octroi des diplômes. Des lignes directrices établies à cette fin par un comité du *National Council on Family Relations* comprennent: familles intégrées en société; dynamique à l'intérieur de la famille; croissance et développement de l'humain; sexualité humaine; relations interpersonnelles; gestion des ressources familiales; éducation des parents; la famille, la loi et l'ordre public; moralité; et éducation de la vie familiale. Quelques conséquences possibles pour l'économie familiale résultant de ces lignes directrices sont indiquées.

One of the ongoing concerns in family life education has been the preparation of family life educators. A review of the literature indicates clearly that competent family life educators are crucial to the successful realization of the goals of this profession (National Commission on Family Life Education, 1968; Committee on Educational Standards, 1970; Fohlin, 1971; Somerville, 1971; The Vanier Institute of the Family, 1971; Whatley, 1973; Déiseach, 1977; Arcus, 1979). Most authors acknowledge that, in many ways, the family life educator **is** the program, but they also recognize that many such educators are inadequately prepared. Some of the difficulty arises from the fact that family life education is an interdisciplinary field of study, requiring understanding and integration of knowledge from anthropology, biology, economics, education, home economics, law, philosophy, psychology, social work, sociology, and theology. As well, family life education is a 'sensitive' area of study, dealing as it does with the personal lives of individuals and families. While good educators are required in all areas, the nature of family life education is such that special attention needs to be given to the training of educators.

Dimensions of Preparation

Ideally, family life educators would be selected and trained during preservice education, with some kind of certification granted at the conclusion of this training or after a specified apprenticeship or practice period. Continued certification would be dependent upon evidence of ongoing in-service education in the field.

This ideal has seldom been met, however. Few family life educators have gone through any formal selection procedure, and there is little evidence that training institutions are attempting such selection. Training for many family life educators has been so inadequate that "it has been possible to deny that the field of family education is really a profession because so many who teach that subject have little specific training for their task" (Kerckhoff & O'Connor, 1978, p. 59). Certification (primarily of teachers) has not been achieved in most localities, nor has it had high priority in the improvement of professional standards for family life educators. Clearly, if the preparation of such educators is to be improved, these dimensions of preparation need attention.

One association which has given considerable attention to some aspects of this preparation is the *National Council on Family Relations* (NCFR). In recent years, the NCFR has established several committees and commissions to address questions and concerns about (1) the principles and standards of family life education (National Commission on Family Life Education, 1968), (2) criteria for the preparation of family life education teachers (Committee on Educational Standards, 1970), and (3) teacher certification (Kerckhoff &

Margaret Arcus is an associate professor in the School of Family and Nutritional Sciences, University of British Columbia. She holds BSc (Nebraska), MEd (Utah State), and PhD (Iowa State) degrees. She was a member of the *Committee on Standards and Certification* that developed the training guidelines described in this article. Other members of the committee were: J. Kenneth Davidson, Sr. (Chair); Sharon J. Alexander; Virginia Anderson; Betty L. Barber; Carol A. Darling; Sally Hansen; Judith O. Hooper; Stephen R. Jorgensen; Terrance O. Olson; Marie F. Peters; Sharon Price-Bonham; and Joanne D. Wall.

O'Connor, 1978). As part of this latter report, a bibliography on teacher selection, education, and training issues in family life education was published (Figley, 1977).

In 1980, the NCFR established a Committee on Standards and Criteria for the Certification of Family Life Educators to consider questions related to certification and to improvement of training. At this time, the focus for both training and certification was expanded to include both teachers of family life education and family life educators who work in settings other than schools. The final report of this Committee (1983) addresses three themes: (1) an overview of content in family life education, to provide a framework for planning life-span programs and to give direction to both training and certification; (2) guidelines for the development of college and university training programs for family life educators; and (3) standards and criteria for the individual certification of family life educators under the auspices of the NCFR.[1]

This report has relevance for home economics because many home economists are involved in family life education, either as teachers in school settings or as educators in community settings (Arcus, 1983; The Vanier Institute of the Family, 1971; Déiseach, 1977). The focus of this paper is on that portion of the report which addresses guidelines for developing training programs for family life educators.

Guidelines for Training

Ten broad subject matter areas have been identified as essential in the preparation of quality family life educators. These ten areas (and *brief* descriptions) include:

- *An overview of families and their relationships to other institutions in society (educational, governmental, religious, occupational).* Various family structures and functions; cultural variations among families; dating, courtship, and marital choice; inter-generational relationships; cross-cultural understanding of families; changing gender roles; demographic trends; families through history; and the reciprocal influences of families and other social institutions.
- *The internal dynamics of families.* Communication patterns and problems; conflict management; decision making and goal setting; normal stress and family stress/crises; and families with special needs (i.e., low income, adoptive, foster, blended, those with disabled members).
- *Human growth and development.* Developmental changes of individuals in families throughout the life span (prenatal through aging), including physical, emotional, cognitive, social, moral, and personality changes.
- *Human sexuality.* Physiological, psychological, and social aspects of sexual development throughout the life span, including reproductive physiology; biological determinants; emotional, psychological, and interpersonal aspects of sexual involvement; sexual behaviors; sexual values and decision making; family planning; sexual response; and sexual dysfunction.
- *Interpersonal relations.* The development and maintenance of interpersonal relationships, including understanding of self and others; interpersonal communication skills; intimacy, love, and romance; and relating to others with concern, respect, sincerity, and responsibility.
- *Family resource management.* Decisions made by individuals and families about developing and allocating resources (time, money, material assets, energy, friends, neighbors, space) to meet changing goals and concerns over the life span. Included is the study of concepts such as goals, resources, planning, decision making, and implementing.
- *Parent education and guidance.* How parents teach, guide, and influence children and adolescents, including parenting roles over the life cycle.
- *The family, the law, and public policy.* Legal definitions of families; laws which affect families (laws relating to marriage, divorce, family support, child custody, child protection and rights, family planning); public policy as it affects families (policies such as tax, human rights, social security, economic support policies, other regulations); and the historical development of such laws and policies.
- *Ethics.* The character and quality of human social conduct; critical examination of ethical questions and issues; formation of social attitudes and values; diversity of values; complexity of value choice in a pluralistic society; social consequences of value choices; and ethical implications of social and technological changes.
- Family life education. General philosophy and broad principles of family life education; planning and implementing programs; evaluating educational materials, student progress, and program effectiveness; methods of teaching; sensitivity to others (students, colleagues, community members); public relations; relationship between one's personal values/beliefs and family life education content; and group dynamics and counseling processes.

The report notes that a number of other attributes are also important for successful family life educators. These include such attributes as general intellectual skills and skills in verbal and written communication; affective and social skills; self-awareness and self-confidence; and empathy and the ability to work well with groups and with people of all ages.

Several comments should be made about these guidelines to clarify the thinking of the Committee. First, the topics listed are 'areas of study' rather than specific courses. Since this subject matter may be organized in a number of ways, the comprehensiveness of the training is more important than the particular pattern of curricular organization. Second, although much of the training will be obtained through formal course work, this is not the only way such training may be achieved. Relevant experiences, in-service education, and non-credit study are also appropriate avenues of preparation. Finally, although these topics require comprehensive study in the field, they are seen as a minimum of content needed to become a qualified family life educator. The intent is to establish high standards to strengthen training and to insure that these are within the reach of many. It is believed that these guidelines serve that intent.

It is obvious that these guidelines are directed toward preparing generalist family life educators. Although individuals may work in a specialist setting (i.e., as a sex educator or as a parent educator), to be recognized as one who has expertise in family life education requires a generalist training program as the title 'family life educator' is a generalist designation.

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[1] For further information concerning this report, write the *National Council on Family Relations*, 1219 University Avenue, S.E., Minneapolis, Minnesota, USA, 55415. The title of the report is listed in the bibliography.

Implications for Home Economics

Because home economists may also be family life educators, these guidelines have implications for home economics. (1) They may serve the function of providing guidance for college and university curriculum development and revision. One task for training institutions is to insure (to the extent possible) that potential family life educators receive the needed training. (2) They may stimulate the development and expansion of in-service education and post-professional training. For whatever reason, many will not have had comprehensive training in the designated areas of study. The focus of in-service and post-professional education may be to *fill in the gaps* of the pre-service education or to provide a framework for continuing education. (3) They may assist individual family life educators in assessing the breadth of their own training and in identifying areas of need for further personal study.

As one of the many disciplines and professions recognized as part of the field of family life education, home economists have an obligation to help strengthen preparation for our involvement in that field. It seems likely that in helping to strengthen family life education, we will also help strengthen home economics. ●

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VOLUNTEERISM

(Continued from page 77)

can be used as a guide for volunteer work. The act of volunteering is very much a self-directed activity. Volunteering embodies what he describes as "a two fold process of professional development involving both improving and sharing one's professional competence and expertise" (p. 124). The major components of his approach can be applied to volunteer work. The first component is self-assessment of professional strengths and learning needs. This is also the prerequisite to a volunteer commitment. Assessing the professional knowledge and skills that you have to share and those you would like to develop is the first step.

Planning for professional development is the second component described by Lamble. In volunteering, the planning component may include researching the volunteer programs offered by various agencies, identifying potential volunteer projects of interest, and setting your objectives for work.

The task of organizing activities and records, Lamble's third component, is also important. Keeping track of your volunteer jobs, the skills shared and developed, the contacts made, and the training received is an essential organizing activity. A good volunteer program will provide some tools for organizing this information.

Like professional development, volunteering should be viewed as an important part of career development. Individuals will choose to do different types of volunteer work at different stages in their life cycle. Being aware of how volunteering can influence overall professional development will assist in ensuring a meaningful experience.

Need for Volunteers

Middleton (1982) highlights the needs for volunteers with her words "never before have our communities, big or small, needed the skills and expertise of home economists as they do now. Today's economic conditions, bringing such large unemployment rates, low incomes, high prices and many other factors which affect every family create needs for guidance and leadership as well as practical help. Government, social agencies and organizations offer many kinds of assistance. But none of these fill some of the greatest needs of any community... needs which home economists can supply in part as volunteers" (p. 61).

As she suggests, it is relatively easy to find volunteer work — in fact, it's a *buyers market*. Before you commit your time and skills, ask these questions:

- Do I see the work of the agency or organization as being an important need of the community?
- Does it relate to my field of interest?
- How much time do I have to give?
- What are my motivations for volunteering?
- Will I receive a variety of experiences?
- What type of training program does the agency offer for volunteers? Will I have access to other training programs?
- Will I get a detailed job description?
- What type of supervision is provided?
- What types of contacts am I likely to make?
- Will they provide evaluations of my work?
- Do they offer job references and recommendations?

After you have selected an organization that matches your needs with theirs, enjoy the experience of sharing and improving your skills. Being a volunteer can be invaluable to your professional preparation! ●

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A New Dimension

Professional Preparation Abroad

Maruita Turnbull

UNITED STATES
Bermuda
ATLANTIC OCEAN
GULF OF MEXICO
Bahamas
Tropic of Cancer
Cuba
Dominican Republic
BRITISH VIRGIN ISLANDS
Haiti
Jamaica
Puerto Rico
Antigu
CARIBBEAN SEA
Martinique
Barb
Trinid
PACIFIC OCEAN

It is not always an easy decision to leave one's country to study abroad. However, commitment to excellence is a motivating factor that invariably facilitates decision making.

As is the pattern in many developing countries, I graduated from secondary school in my native country– the British Virgin Islands, then began my first teaching assignment without any professional preparation. After three years in the classroom, I spent the next two at the Leeward Islands Teachers Training College. The acquired teaching skills were applied to teaching general subjects at the lower primary level for another three years. In the meantime, rapid turnover of staff at the local high school got my attention. The turnover, due to a large number of expatriate teachers, could be greatly reduced if local teachers filled the vacancies.

In 1975-76 I pursued a one year home economics course designed for Commonwealth students, at Seaford College of Higher Education in England. Unfortunately, the program was not geared to meet the diversified needs of those for whom it was planned. The students included some who had never taught home economics, some who had been teaching home economics at the secondary level, others at college level, and still others were home economics supervisors.

In 1976 I took up an appointment as a specialist teacher in home economics. This was indeed a challenge. I had to deal with teenagers for the first time and with a much larger number of students. I questioned my decision to switch to high school. After four years at the high school and disenchanted with personal performance, I recognized my need for professional training in the field of home economics. Moreover, I felt the need to understand teenagers if I was to help them develop and manage their individual resources.

This decision brought me to Mount Saint Vincent University in September 1980 where I pursued a BHEc/BEd. Some of the advantages of my professional preparation at this Canadian university are:

- The concept of home economics has new meaning for me, one which will be passed on to the teachers and students with whom I hope to work. With this understanding, I see myself in a position to motivate students to create new jobs for themselves, such as community nutritionist and child care specialist.
- Exposure to a wide variety of resource materials has been an extremely valuable asset. The journals, magazines, books, catalogs, and teaching kits are tools that provide the teacher with potential for continued professional development and creativity. By making use of resources, previously not available, I can be up-to-date on the newest methods and teaching techniques.
- The importance of research at all educational levels has left an indelible mark. A thrilling fact is that appropriate instruments can be used right in the classroom to help the teacher solve recurring problems. One quotation I came across while doing research for a term paper still lingers in the recesses of my mind: "When the streams of research cease to flow the rivers of knowledge will dry up."
- Meaningful interaction is an integral part of professional preparation. Insights into the varied facets involved in such interaction have prepared me to deal with colleagues and students. Applying the idea of being one's self, establishing warm open relationships, and accepting each person as a unique individual, could well be the means of reducing the discipline problems at our high school.
- Separation from one's own educational system presents a golden opportunity for objectivity. The merits and shortcomings of my own system can now be evaluated without bias.
- One last advantage is the fact that even though my country is not as advanced in terms of available services, the services to which I've been exposed, have greatly enhanced my repertoire of alternatives in the event that I'm called upon to offer ideas for solutions to family related problems.

Whether I preferred to pursue professional preparation at home or abroad was not a decision. A home economics degree program is simply not available, either in the British Virgin Islands or in the Caribbean. Studying in a Canadian university placed me in the midst of a new culture. This has been a total education in itself and has added a new dimension to my professional preparation. •

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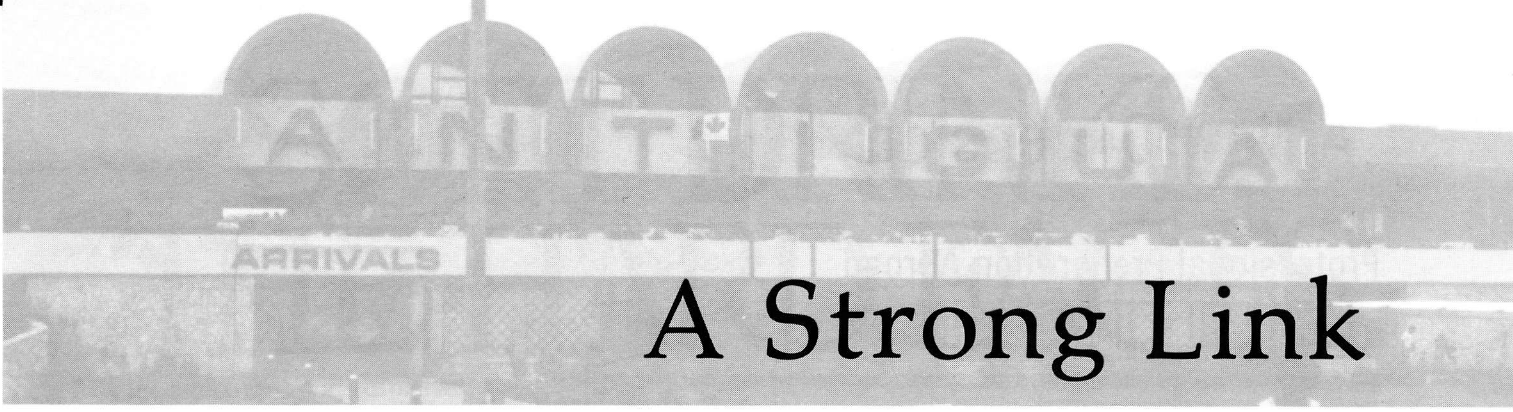

A Strong Link

Barbara Nelson and Jean Edwards

Abstract

Professional involvement by Manitoba home economics educators in joint action with their counterparts in the Caribbean has been ongoing since 1973 when the Organization for Canadian Overseas Development held its first workshop in St. Lucia. Educational leaders are committed to developing programs which contribute to the competence of young people as they interact with their families and society in these island nations. The opportunity for professional growth is revealed in this description of the design, implementation, and evaluation of the 1983 Antigua workshop on *Evaluation and Measurement.*

Résumé

L'engagement au niveau professionnel de la part des éducateurs/trices au Manitoba dans le domaine de l'économie familiale allant de pair avec les éducateurs/trices des îles Caraibes, existe depuis 1973 alors que s'est tenu le premier atelier de l'Organization for Canadian Overseas Development à Ste-Lucie. Les leaders en éducation sont voués à réaliser des programmes convenables contribuant à la compétence des jeunes gens de ces peuples insulaires face à leurs interactions au sein de la famille et de la société. La description de l'Organisation, de la mise en oeuvre et de l'appréciation de l'atelier *Evaluation and Measurement* à Antigua en 1983 a laissé voir que tous/toutes les participant(e)s avaient eu une belle occasion de se développer davantage en tant que professionnel(le).

Over the past decade, a strong link has been forged between home economics education professionals in Manitoba and in the Caribbean through the Organization for Canadian Overseas Development (OCOD). This organization was incorporated in Winnipeg in 1973 with a goal of contributing to educational development overseas. In response to requests from various territories, OCOD has sponsored subject areas workshops in many islands of the Caribbean. This article gives a general overview of OCOD workshops and describes, as an example, a workshop on evaluation presented in Antigua by the authors in the summer of 1983.

OCOD Workshops in Home Economics

Home economics professionals from Canada have often been involved as co-tutors in the workshops, providing assistance in teacher training and professional development. In 1973, the first team of educators to provide workshops in Saint Lucia included a home economics teacher from Winnipeg, who shared knowledge and strategies for teaching foods and nutrition. Between 1973 and 1983, there have been many requests for Canadian home economics teachers to act as co-tutors, to co-operate in the delivery of workshops on the teaching of management, clothing and textiles, food and nutrition, and health, in Antigua and Barbuda, St. Kitts, St. Lucia, Barbados, and Guyana.

Goals and philosophy. The goals of development, as expressed in an information booklet from OCOD, are:

> . . . development is fundamentally concerned with man and his environment. It is liberation from all forms of oppression. Therefore, development is the continual creation of a new man, a man who controls his own destiny in a society that is self-reliant. There is no development unless it is total.

The role of OCOD has always been supportive, rather than prescriptive, providing service to school systems of the island territories which seek assistance. OCOD is funded primarily by the Canadian International Development Agency (CIDA), which provides a cash grant to match the value of tutors' services, the value of the recipient countries' support services, and an OCOD cash contribution.

Philosophically, the role of OCOD is consonant with home economics philosophy. In the words of Carolyn Hunt, taken from the Proceedings of the Third Lake Placid Conference 1901:

> The final test of the teaching of home economics is freedom. If we have unnecessarily complicated a single life by perpetuating useless conventions or by carrying the values of one age over into the next, just so far have we failed. If we have simplified one life and released in it energy for its own expression, just so far have we succeeded. (p. 126)

Professional development. Maskow (1983), a former president of CHEA, wrote: "professional development is characterized by increased understanding of the philosophy and mission of one's profession and of how that profession relates to society in times of change" (p. 166). Lamble (1983) envisioned professional development as " a two-fold process involving both *improving* and *sharing* one's professional competence or expertise" (p. 124). An important value of participation in OCOD is the challenge to think about, react to, and create programs which bring together the knowledge

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of the field of home economics in such a way that teachers and students may be liberated to address the problems of education and family life in a specific cultural environment.

Canadian teachers involved as co-tutors are challenged to examine the content, methods, and strategies they currently use and to work with a Caribbean co-tutor by providing advice from a background of professional knowledge and skills. The Caribbean co-tutors are provided with an opportunity to discuss their needs and to dialogue about programs. Working together they develop and deliver a workshop that is in keeping with local needs and goals.

Antigua as an Illustration

Since being granted independence from Great Britain, educators from Caribbean islands have been striving to develop curricula that is appropriate for the students at the high school level. The goal is to replace the syllabuses and evaluation procedures previously initiated in Britain. Educational leaders from the islands have been developing examinations through the Caribbean Examinations Council (CXC) to replace those formerly given through British Universities.

Home economics programs. The teaching of home economics as a separate subject in the educational program in Antigua and Barbuda can be attributed to the work of Eileen Pigott McShine and others who pioneered the *domestic science movement* in the early 1950s. At that time home economics was mainly a skill-oriented program designed to assist girls in the elementary school system with housekeeping skills. These skills enabled many of them to find jobs as domestic workers and to improve the quality of their lives. These aims were a result of the socio-economic scene in the '50s and reflected the thinking and research of leaders of that time.

Today home economics education is an integral part of the school program, focussing on the task of helping individuals learn those behavior patterns and skills that will enable them to live more fulfilling and satisfying lives as family members. Both boys and girls see the need for some formal training if they are to solve the complex problems of family life with greater ease and satisfaction. However, the vast majority of students are still girls.

Levels I–III of the home economics program include a broad base of home economics subject matter including food preparation and service, nutrition, management, laundry, family living, and clothing and textiles. When the three levels are completed, students write an examination set by the Ministry of Education. Successful candidates are awarded a certificate, listing the subject areas tested with the level of proficiency attained. Levels IV and V in the secondary schools, provide the option of studying food and nutrition and/or clothing and textiles. With the introduction of the examinations of the CXC in 1985, students will write tests in management as well as food and nutrition and clothing and textiles.

The authors: Barbara Nelson and Jean Edwards

Home economics teachers. Home economics teachers generally receive training at higher levels in institutions abroad — mainly in Jamaica and to a lesser degree in England, Canada, and the United States. The Ministry of Education has been instrumental in providing in-service training for home economics teachers in skills needed to help students prepare themselves for the CXC examination.

The Home Economics Supervisor has organized ongoing in-service programs. Some workshops have given emphasis to planning the curriculum for the first three years in order to prepare students to cope with the CXC syllabus at Levels IV and V. In addition, workshops have been presented by CXC personnel in conjunction with OCOD. Workshops have been provided in methodology in sociology, clothing and textiles, and evaluation and measurement in home economics.

Workshop in Evaluation and Measurement

Program planning is a value-oriented process in which individuals make choices to achieve important outcomes. High priority is given to the topic of evaluation because of the need to provide intellectual and moral justification for curriculum content and for strategies used in teaching and learning.

Workshop planning. In the fall of 1982, Natalie Hurst, supervisor of home economics for Antigua and Barbuda asked OCOD to sponsor a workshop. The aim was to increase the competence of home economics teachers in the development and use of evaluation strategies. Plans for the two-week workshop began in April, 1983, when the co-tutors from the Caribbean arrived in Winnipeg to spend several days with their Canadian co-tutors, to draft outlines and assign responsibilities for the workshop in July. Key people in the planning were Jean Edwards from Antigua and Barbara Nelson from Winnipeg.

Particular emphasis was to be given to helping teachers understand and contribute to achieving the goal of the new Caribbean examinations, to developing standardized measures to provide evidence of the level and quantity of students learning. The workshop focussed on evaluation using the Tyler rationale as a means of promoting an objective approach, to the measurement of specific objectives in valid and reliable ways. A variety of evaluation strategies were considered, with reference to the aspects of the curriculum which may or may not be measurable by objective tests. Consideration was given to ways of assessing student use of knowledge and skills in practical decision making for their own lives.

Workshop implementation. The workshop day began at 8:00 a.m. and ran until 1:30 p.m. — 5½ hours of concentrated effort. The participants varied in age from young women, just preparing to enter training, to mature professionals who were preparing for retirement. The workshop provided opportunities for interaction and co-operation in designing objectives and evaluation tools to measure student achievement as each teacher worked on their curriculum.

The teachers exhibited openness as they examined and questioned the evaluation concepts and strategies used within their programs. They were eager participants, applying evaluation knowledge and skills, raising many questions regarding objectives and program outlines before deciding on appropriate evaluation procedures.

The results of the two weeks included: (1) curriculum outlines with specific objectives together with evaluation strategies for Levels IV–VI in health, management, foods and nutrition, and clothing and textiles; (2) a variety of multiple choice items to be evaluated by teachers in their classrooms during the 1983-84 school year; and (3) score cards and rating scales.

At the conclusion of the workshop, the teachers recognized the basis for and the usefulness and limitations of a variety of evaluation processes used in home economics programs. The teachers showed skills which should enable them to produce evaluation instruments that will provide useful feedback about the programs, the teaching methods and the student learning.

Conclusion

The experience in Antigua provided an opportunity to discuss program and evaluation concerns — concerns that do not know cultural or national boundaries. Professional development was evident for all who were involved in the workshops. Teachers were assisted in structuring objectives for their curriculum and in identifying methods to conduct both formative and summative evaluations at the classroom level.

The success of the workshop was assessed from an increased understanding of evaluation indicated from the results of pre- and post-test instruments, from the teachers expressed personal satisfaction in being able to demonstrate greater understanding of evaluation and from the items and instruments prepared for the evaluation of their own curricula.

At the closing ceremonies of the program in Antigua the ministry official generously praised home economics teachers for the professional quality of involvement demonstrated throughout the workshop and the resultant products. Those who observed the home economics teachers of Antigua and Barbuda at work, could not doubt their commitment and their willingness to assume the responsibilities associated with evaluating and improving their teaching and their programs. •

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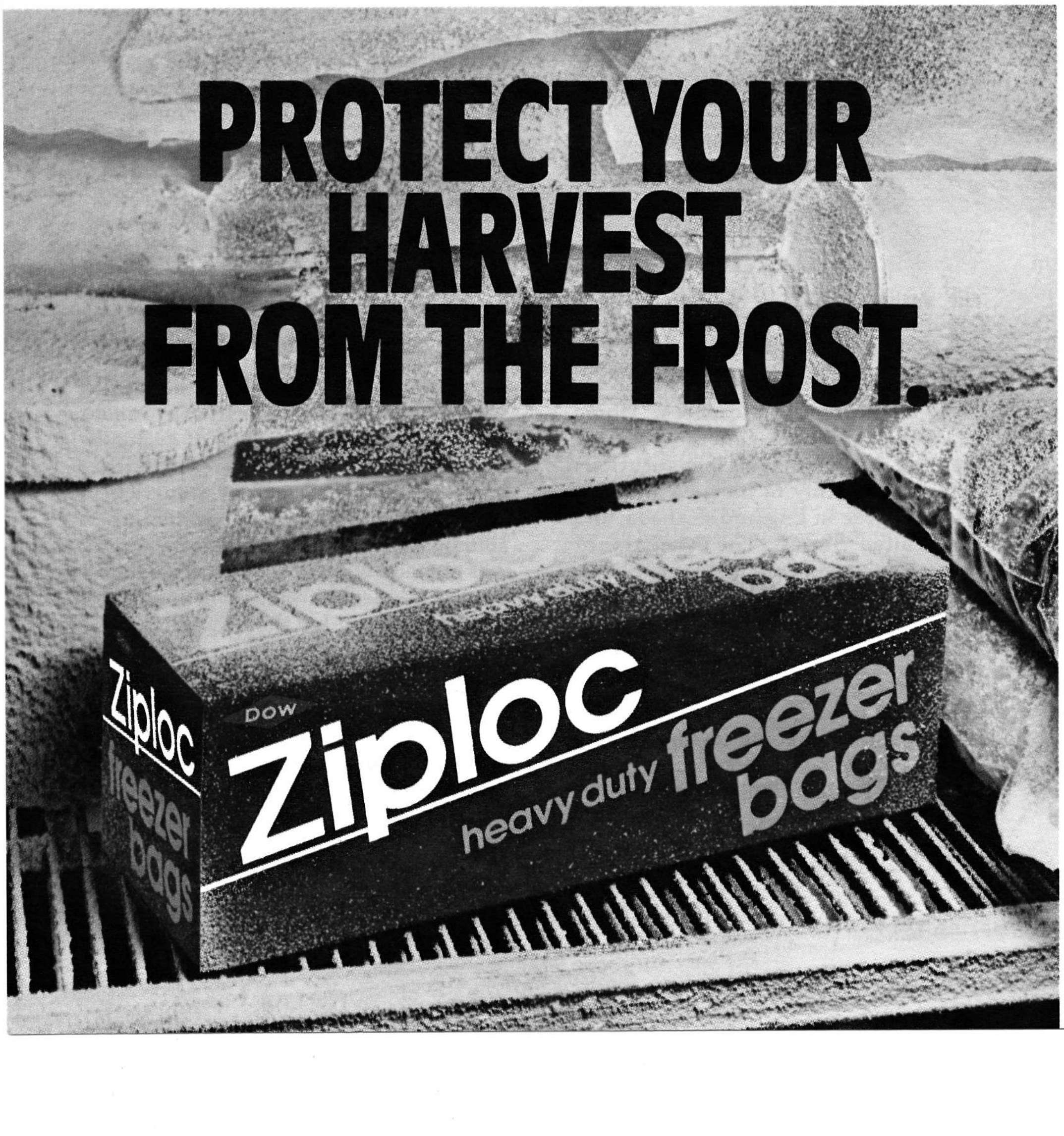

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What do you say when . . . ?

Cynthia Abbott-Hommel

What do you say when someone says, "Please pass the salt substitute?"

Over the ages, animals have instinctively sought salt to meet their physical needs. Currently, the human body's need for sodium is met several times over by our daily food supply, even without adding extra salt at the table. It would appear that somewhere in our evolution we have overextended our salt privileges.

Current scientific data project the view that high blood pressure (hypertension) and its associated higher risks of stroke, kidney failure, and heart failure are linked with sodium consumption — especially in genetically salt-sensitive persons. Such susceptible persons may develop high blood pressure even when the total sodium intake is lower than that of a normal healthy person. Decreasing sodium intake may only partially decrease high blood pressure in persons who have already developed hypertension, while healthy individuals who may be genetically at risk of developing high blood pressure can prevent its onset with a moderate restriction of sodium (Tobian, 1979). Thus, health-seeking individuals are taking aim at salt and setting a trend towards reduced table salt consumption by using a number of alternatives (Miller, 1983).

To shake the salt habit, some individuals are using salt substitutes. While the user of these salt-like products is simply shifting from sodium chloride (NaCl) to potassium chloride (KCl); in most cases, neither epicurean nor nutrition experts consider this change simplistic. The epicurean would probably classify KCl-containing salt substitutes as more bitter than NaCl. Salt substitutes may contain as much as half their volume in NaCl, but the main ingredient is usually KCl. Additional ingredients (such as citric acid or other acids, monopotassium glutamate, choline, ammonium chloride, fructose, and spices) may help to disguise potassium's bitter taste (Lecos, 1983). However, sensory consultants from *Consumer Reports* recently concluded that none of the 18 brands tasted could be considered true sensory substitutes for table salt (Consumer Reports, 1984).

However, research has also shown some health problems associated with potassium. A salt substitute may not be adequate by itself as a preventive health measure since increased potassium intake (i.e., use of KCl salt substitutes) is currently under investigation. Cautious surveillance by a physician is recommended for salt-sensitive persons since individuals differ in precisely how much potassium and sodium are needed for health. Excessive amounts of blood potassium could have severe effects on the health of both heart and kidneys (Lecos, 1983).

Although the U.S. Food and Drug Authority (FDA) has reaffirmed the "generally recognized as safe" (GRAS) status of KCl, concentrated potassium can corrode the intestinal lining. Therefore, the FDA has stated that labels of potassium-containing products or supplements should advise consumers to use them only under supervision of a physician (Lecos, 1983).

In addition, salt substitutes may be dangerous when used by pregnant women, the elderly, and persons with electrolyte deficiencies or heart disease. Hypertensive and salt-sensitive groups may achieve health gains by using KCl salt substitutes, however, they need to be advised to modify long term habits of salt usage, and consult with a dietitian or physician for individualized diet counselling.

Other salt alternatives, such as herbs, spices, and lemon juice may achieve both the provision of a desirable flavor and a favorable attitude change since there is some indication that those who are able to reduce table salt and total dietary sodium over the long term, will then be satisfied with food that tastes less salty (Bertino, Beauchamp, & Engelman, 1982). Finally, as food manufacturers join the battle, consumers will witness a decline in the use of sodium in prepared foods.

Normal healthy individuals concerned about their sodium intake can exercise moderation of salt use by tasting before salting; discovering gourmet salt alternatives such as herbs, spices, and lemon juice; and saying, "Please, *don't* pass the salt!" ●

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A regular column by the *CHEA Foods and Nutrition Committee* to assist home economists in combatting food misinformation. Edited by **Marjorie Schurman**.

Residential Energy Considerations

The Contribution of Conservation and Solar

R. Edgar Scrutton

Canada needs basic structural changes to its banking and tax practices to give all energies an equal opportunity.

Abstract

This article considers some of the energy options available to the consumer for residential space heating during the 1980s. A brief historical overview is followed by a discussion of the relationships among wood, coal, oil, electricity, gas, conservation, and solar energy options. Superinsulation and airtight construction are fundamental technologies that are energy sources in their own right. They also permit various solar technologies and designs to make a major contribution to residential energy demands. The author suggests conservation, solar, and the consequent rational use of convention fuels, can provide society with the time to research and to develop the technology of a photovoltaic based hydrogen economy in the 21st century.

Résumé

Cet article examine quelques possibilités parmi les sources d'énergie disponibles aux consommateurs/trices dans le domaine du chauffage domiciliaire au cours des années '80. Un bref historique précède une discussion des rapports existant entre le bois, le charbon, le pétrole, l'électricité, le gaz, la conservation ainsi que l'énergie solaire et ses possibilités. La super-isolation et la construction hermétique constituent des technologies fondamentales qui sont des véritables sources d'énergie proprement dites. De plus, ces dernières permettent à divers technologies et designs solaires d'apporter une contribution substantielle à l'énergie domiciliaire. L'auteur préconise la conservation, l'énergie solaire et conséquemment l'emploi judicieux des combustibles usuels afin d'assurer une société en mesure de consacrer le temps nécessaire à la recherche scientifique et l'exploitation d'une technologie basée sur l'hydrogène photo-voltaïque, en prévision de l'économie du 21^{e} siècle.

Personal cash flow is a perpetual crisis for most Canadian families. This paper points to the use of alternative energy sources as one way of increasing personal money supply. It is estimated that the residential use accounts for 15% of primary oil use and 15% of total primary energy use in Canada. (Energy, Mines, and Resources Canada, 1980). A reduction in this cost by 50% would make a significant contribution to both the national economy and personal cash supply.

During the last decade, the retail price for home heating oil has risen from 5.94 to 33.7 ¢/L, an increase of 567%. Wages too have increased, but at a slower rate. This means the consumer must pay a larger percentage of disposable income just to keep warm. The opportunity for discretionary spending has shrunk contributing to the current economic recession.

Conventional Energy Options

Various options are available to homeowners to reduce their residential energy consumption. These options may be visualized in the traditional twin concepts of supply and demand. The first view asks the question: Where can I get more? The second asks: How can I use less? Historically in our culture, when we exhaust one source's ability to supply our escalating requirements, the answer has been to *substitute or add* another source to our inventory. Thus, when the English ran out of forests (biomass energy) early during the Industrial Revolution, they discovered a use for coal. Coal has a higher energy density than wood and therefore produces more energy per human labor input. As it may require a penalty of energy to mine, transport, and deliver the coal, the resultant overall efficiency (net energy output divided by total energy consumed) may be lower than is commonly assumed. The English householder however, did not have an option. The trees were gone — coal was the only alternative. Eventually oil gave a second alternative.

Liquid oil is easily pumped through pipelines, reducing the human energy factor required in its utilization. Oil has an excellent energy density and quickly became a dominant home-heating fuel. Indeed, because of its convenience, energy qualities, and value as a feedstock to the chemical industry, oil consumption skyrocketed until demand exceeded supply. As a result, in the cold winter of 1976-77, many schools, factories, and community centers closed because of a lack of fuel supplies. The supply situation was exacerbated by regulations in the United States that suppressed domestic oil prices and supply.

Natural gas is a relative newcomer to the residential home. Gas is a clean, efficient fuel and Canada has reasonably abundant supplies and reserves. Modern combustion and heat transfer materials and techniques permit gas furnaces to achieve in excess of 95% operating efficiency. Being a vapor, it is easily mined, transported, and consumed, using small amounts of direct human labor; that is, it has a high convenience factor. Natural gas is priced under the National Energy Program "at levels that ensure it will capture

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markets now held by oil" (Energy, Mines, and Resources Canada, 1980). The same reference reports that 35% of the conversions from oil, under the Canadian Oil Substitution Plan (COSP) — for which the taxpayer donated up to $800 each — were to gas. Another 35% of conversions were to electricity.

Of all the alternative energy options, electricity is the most convenient and highest grade supply option. The homeowner purchases pure energy and converts it to heat at 100% efficiency with a baseboard heater or moves energy at 300-400% efficiency with a heat pump (air to air or groundwater to air). However, as an overall system, electricity is not so efficient. Expensive water dams, coal, oil, or gas fired steam generators and turbines, or CANDU nuclear reactors (currently experiencing expensive technical problems) are the true energy producers. When the overall efficiency, including transmission losses are considered, it probably does not exceed 20%. Depending on the facts available, the homeowner may select wood, coal, gas, oil, or electricity as an alternative heating option. Homeowners will be the focus of interest groups and various levels of government as each attempts to influence the consumer towards their vested interest.

The Conservation Option

In the selection process, two essential options are frequently ignored — conservation and various solar energy. These techniques are, to many people's surprise, really energy sources. Like the old adage about the penny saved, the energy not used is energy saved and earned that is available in the owner's income to be disposed of in some discretionary and pleasurable manner.

Heat loss through an attic typically ranges from 10-15%. Table 1 illustrates the savings of an attic insulation retrofit from R12 to R20 or R30, based on an average 1980 fuel bill of $1,025. Obviously the homeowner has obtained a new source of 20-92 $/year and this money will escalate with the rate of inflation of fuel prices over future years. Between 1970 and 1980, this has averaged 18% annually — the owner would be hard pressed to locate a better investment. The Canadian government, through the Canadian Home Insulation Plan (CHIP), will even give the homeowner a grant to undertake the insulation retrofit. Unfortunately walls which account for up to 40% of a home heating bill are more difficult and expensive to properly insulate. The owner should also attack infiltration and exfiltration of air which can account for over half the heat loss in an otherwise well-insulated home. An excellent starting point is to obtain a recent edition of *Keeping The Heat In* (Energy, Mines, and Resources Canada, 1976). Unfortunately, conservation by insulation is not glamorous, requires much careful hand labor, and does not produce attractive commercial profits. Therefore it is often ignored for more lucrative solutions.

Table 1
Savings Attainable by an Attic Insulation Retrofit

Insulation Level	Range of Cost ($) (5-15%)	Savings ($)
Existing R12	51.00-153.75	none
Retrofit R20	30.75- 92.25	20.25-61.50
Retrofit R30	20.50- 61.50	30.75-92.25

Note: Savings = cost × percentage heat loss for area × $\frac{\text{Old R}}{\text{New R}}$

Conservation should also include upgrading the existing heating plant. It is not usually economically justifiable to replace a 10-year-old oil furnace as conversion to gas is inefficient unless a totally new furnace is installed. There are various technological improvements that can lower the fuel consumed and put money in the homeowner's pocket. All require an expenditure of money, all too commonly in inadequate supply. Breaking the cycle can put the homeowner on the road to a more secure and comfortable future. The conserved energy does it!

The Solar Option

Solar energy can be another perpetual money machine, but unlike the magic of mythical promise, it is not free. Just as any other alternative, solar requires a commitment of faith and dollars. It only works for those who do it. Detroit Edison recently sponsored construction of an expensive ($350,000) solar demonstration home. The implications were that solar is expensive and experimental. It is neither. Conservation is an integral component in the solar equation. Only when heat loss and infiltration rates are brought down to low levels, is the radiant solar energy available able to make a significant contribution to the heating supply of an existing home. Solar homes, both new and retrofit, have proven that various combinations of solar design techniques, sunspaces, trombe walls, and direct gain rooms, can contribute 30-90% of the required heat load. These homes are considered harbingers of the future, but they are with us today — some have even been around for almost a decade. They are not commonplace yet because they require designers who have excellent comprehension of building construction and materials and are capable of a sophisticated analysis of the relationships between ambient air temperatures, solar radiation, component heat transfers, and storage. Computer programs can assist by simulating these conditions. These analyses have been done by and for owners who could afford to pay for advanced architecture and engineering. In the next few years, off-the-shelf designs for suburban tract homes can be expected. The current problem is to train construction workers how to assemble them correctly. Recent surveys of prospective homeowners show they would like to own a solar home, but they just aren't sure what one is! They are sure it does mean a low energy bill.

However much homeowners may desire to acquire the solar option, many factors prevent them from exercising this choice. Most prospective solar clients question how the sun can heat a home when the sun goes down or when it hides behind clouds for days at a time. But in properly designed low-heat-loss buildings, heat stored from those days when the sun does beam strongly is lost very slowly and the boost needed from a back-up system can be pleasantly miniscule. The small auxillary heating cost will leave a larger portion of disposable income in the owner's pocket than any other option.

Not many people can hope to attain their solar dream home. It is estimated that 80% of the dwellings we will live in during the year 2000 have already been constructed. The difficulty of a solar retrofit intimidates many.

If a consumer decides to finance an insulation upgrade or sunspace addition to a home, the best demand note rate for a loan will be prime plus 2% or about 12-14% currently. However, when a blue chip borrower such as a provincial utility borrows $10,000,000 it pays only 9-9½%. One must further remember that the home owner pays the 14% with after-tax dollars while for the utility, the interest cost is a tax deductible business expense. This differential interest treatment gives the solar option a disadvantaging handicap and the consumer will probably purchase a baseboard heater and plugs-in to continued dependency.

Canada needs basic structural changes to its banking and tax practices to give all energies an equal opportunity!

Some mythical misconceptions about solar energy are fostered and maintained by vested interests. A recent television advertisement for a United States energy lobby liltingly treats the viewer to a gorgeous sunrise and suggests that *tomorrow* perhaps the sun and nuclear fusion (which the sun is), but for today — coal, oil, and gas. Another tongue-in-cheek advertisement, suggests that the only solution that can do 100% of your heating is gas, so why invest in a partial solution? The inequity of the situation places solar as the underdog. Solar is not yet a large profitable industry with the financial power to generate the millions required to counter such propaganda. Solar need not supply 100% of demand to be economical and aesthetically attractive, but it will take many years of public education by solar believers to dispel the myths.

Solar does not carry adequate political clout because of its as yet small constituency. The federal government recently reduced its solar budget from $130,000,000 to $79,000,000. Solar enthusiasts, although disappointed, were relieved that funding was not reduced to zero and bragged about how quickly the industry was becoming self-sufficient. In the meantime, incentives to Canadian oil companies doing exploration in the Arctic run at a 150% write-off for a dry hole. A 100% depreciation on a solar installation would quickly change the cost economics. If a consumer were permitted to deduct interest and capital investment costs from taxable income, then they would probably invest in solar energy. The United States has successfully used income tax credits for solar to achieve this objective. Until solar receives investment and depreciation opportunities equal to other forms of energy, it is a guaranteed looser in the race.

Photo courtesy R. Edgar Scrutton

Large solarium, greenhouse retrofit provides food source and heats attached residence.

Energy options involve complicated value judgements. There are several values that may be important to the consumer. They may reject coal as a contributor to acid rain. They may decide that a more socially appropriate end-use for oil is as a chemical feedstock rather than as a fuel to burn at 200-260°C only to dilute to 27°C to heat their home. High grade energy-intense petroleum products are a finite resource more appropriately applied in a transportation mode. Natural gas can also do these jobs cleanly and efficiently. Known reserves of gas extend for 30 years in the future. Conservation and utilization of solar could extend this reserve to 50 years or more!

As mentioned previously, electricity can be sourced from many forms of energy. Currently this is done by centrally located, large generating stations with a pricey penalty paid to distribute this energy, via long transmission lines, to the end user. Such a penalty is avoidable with photovoltaics (i.e., the direct conversion of solar energy to electricity). Fortunately for mankind, the sun shines equally on all. Distribution problems such as land use for transmission lines can be avoided by end-user generation of energy from the sun. Such a conversion will perhaps one day free generation facilities to provide the energy to hydrolyze water into hydrogen for vehicle operation.

Implications for the Economy

It is in Canada's interest to promote acceptance and utilization of solar energy options. One goal of the National Energy Program is to reduce dependency on imported politically volatile oil. But an even more important contribution achievable by the consumer, is an increase in disposable income by reducing necessary expenses. This action would provide savings to invest in the economy. This would create jobs. It would also lower the energy content of all Canadian export products and make them more salable on world markets.

Canada currently exports money. Our economy and trade is concentrated in energy intense products and operations. When Canadians price and sell products based on made-in-Canada energy prices, the difference between the world energy price content and the Canadian energy price content is effectively discounted or given to the buyer. Canadian companies benefit from this differential, but could they compete without it? Should we sell our energy heritage to purchase our life-style? These questions contain strong moral content and need consideration by all. Perhaps we should have an energy surtax to compensate all Canadians for the loss.

Conclusion

In conclusion, it is obvious the Canadian consumer faces complex decision-making situations. This article has shown historical sequences in the utilization of wood, coal, oil, gas, and electricity as fuels for heating residential space. The qualities of these fuels makes them attractive to the consumer. Each also has inherent limitations. Consumer choices in energy matters has implications for the general economy. While conventional fuels will continue to be fundamental to our energy supply, increased application of conservation techniques and solar energy technologies can contribute to the cash flow of consumers and to the gross national product. This creates both the finances and the time for society to develop the technology for a photovoltaic based hydrogen energy economy for the 21st century. •

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ERRATA

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The energy values derived from food quoted in this items should be:

- 37 kJ/g for fat,
- 17 kJ/g for protein, and
- 17 kJ/g for carbohydrate.

The editors thank Dr. Bruce E. McDonald for informing them of this serious error.

Les Etudiants Gradués en Nutrition humaine

à l'Université Laval

André Bouchard

Il existe a l'Université Laval un programme de maîtrise et un programme de doctorat qui peuvent intéresser les étudiants gradués en diététique et/ou en économie familiale.

Programme de Maîtrise (MSc)

Le département de Nutrition humaine offre un programme de Maîtrise en nutrition (MSc) qui peut s'échelonner sur une période de deux ans. Les champs et les domaines d'études et de recherche qui sont les plus spécifiques sont les suivants:

Nutrition humaine fondamentale:

- protéine alimentaire et résistance au stress
- mécanismes physiologiques et biochimiques de l'obésité
- nutriments et biochimie du système nerveux central
- toxicologie nutritionnelle et métabolique
- technologie alimentaire et l'utilisation métabolique des nutriments
- processus de digestion protéique
- évaluation de la qualité des protéines alimentaires et des mélanges protéiques
- mécanisme d'action hypocholestérolimiante des protéines végétales

Nutrition humaine et santé communautaire:

- moyens ou programme d'éducation en nutrition
- comportements alimentaires de certains groupes-cibles
- régime alimentaire et certains états physiologiques et pathologiques
- habitudes de consommation alimentaire.

Le département n'offre pas pour le moment un programme de maîtrise comme tel en consommation ou en éducation du consommateur (consumer studies). Le programme de maîtrise qui peut intéresser les étudiants gradués en diététique et/ou en économie familiale met donc l'accent sur la nutrition humaine fondamentale et sur la nutrition humaine en regard de la santé communautaire. C'est là sa principale caractéristique.

Les étudiants gradués doivent faire application eux-mêmes aux bourses d'études des organismes subventionnaires habituels et peuvent participer à la recherche des professeurs en cours. Toutes les sources de financement habituelles sont disponibles.

Programme de doctorat (PhD)

Il existe à l'Université Laval un programme de doctorat (PhD) en nutrition dont la direction dépend de l'Ecole des Gradués. Ce programme a pour but d'étudier les principes qui régissent l'utilisation des aliments par l'homme et de dégager les effets physiologiques de certains comportements alimentaires.

Formulaires de demande d'admission et renseignements

Pour obtenir des renseignements supplémentaires sur ces programmes, veuillez écrire au directeur du programme:

- *Pour le programme de maîtrise:*
  Docteur Laurent Savoie, PhD
  Professeur au département de Nutrition humaine
  Université Laval
  Quebec PQ, G1K 7P4
- *Pour le programme de doctorat:*
  Docteur Germain Brisson, PhD
  Professeur au Département de Zootechnie
  Université Laval
  Quebec PQ, G1K 7P4
- *Pour obtenir le formulaire de demande d'admission:*
  Bureau du registraire,
  Pavillon Bonenfant,
  Université Laval,
  Québec, G1K 7P4

André Bouchard, PhD est le Directeur, Département de Nutrition humaine à l'Université Laval.

Part of a continuing series about graduate study in home economics and related areas in Canada.

54 Years of Success

Alberta Women's Week

Joyce Lencucha

Résumé

Il est rare qu'un programme éducationnel se voit offert une année après l'autre. La Semaine de la femme albertaine, un programme provincial du Bureau de l'économie familiale du Ministère d'agriculture de l'Alberta, offre une occasion aux femmes albertaines de développer et d'adapter leurs connaissances, leurs attitudes et leurs talents à la vie quotidienne. Bien que toute femme est invitée à y participer, le programme s'adresse particulièrement aux femmes fermières. La Semaine de la femme albertaine se déroule dans le milieu résidentiel de Olds College où les participantes sont encouragées à passer leur séjour en résidence; elles sont également encouragées à assister au programme en entier.

What is behind the success of Alberta Women's Week? The answer is a program that meets the needs of a varied audience providing an opportunity for both education and fellowship; it includes a children's program, it's organized by a dedicated committee, there is adequate budget support, and continuous evaluations are made along each step of the planning process.

History

In 1929, a farm wife, Mrs. Isabel Townsend, came home from her first visit to the *Olds School of Agriculture* with an unforgettable impression. The buildings were spacious, the grounds and gardens beautiful and abundant. Why not have farm women come here for a holiday from the farm?

After consultation with various officials, Mrs. Townsend wrote to the Minister of Agriculture with her suggestion. He thought it was an excellent idea and made the schools at Olds and Vermilion available. The initial *Farm Women's Rest Week* was held at Olds in July, 1930 and was attended by 72 women and 10 preschool children.

The following quotation from one of the lead speakers at the first "Rest Week" is indicative of the tone of the subsequent Alberta Women's Weeks. "If you have a dollar, and I have one, and we exchange, we still will have only one dollar each and are no better off; but if you have an idea and I have one and we exchange, we each have two ideas."[1]

Program themes have stayed current with the times. At the first Alberta Women's Rest Week in 1930, lectures were on sewing, cooking, care of baby chicks, horticulture and floriculture, health care, beekeeping, and dairying.

The human potential movement during the 1960s was reflected in the program themes that spoke to the issues of the day — relationships, self-fulfillment, and communication at home and at community meetings.

The 1970s brought a change in format to Alberta Women's Week. Select-a-sessions were introduced to provide the women with a broad choice of topics. Current concerns facing rural women and the priority areas of the Home Economics Branch of Alberta Agriculture have been integrated into every program.

Themes in the 1980s have focused on women and their potential to effect change. The women have been encouraged to stop periodically and examine how they can best use their unique abilities to meet their responsibilities.

In 1982, Alberta Women's Week had its largest number of registrants, 341 women and 71 children.

The 1983 program theme was "Lean Years, Learning Years". The 1984 theme is "Accentuate the Positive" and is scheduled for July 16-19, 1984.

Children's program

Since 1946 child care has been an integral part of Alberta Women's Week. In 1973, a children's program was initiated to combine child care with creative activities for this age group. Exhausted but happy, children leave asking "can we come back next year?" The children's program enables many young farm women to attend who might not otherwise have the opportunity.

Conclusion

Consistently over the years, women attending Alberta Women's Week have been challenged to improve their homes, their lives, and their relationships. The September 17, 1930 issue of the *Family Herald* and *Weekly Star* refers to Farm Women's Rest Week as an "experiment just a little different to other short courses and weeks as it provides a rest and recreation for the farm women of Alberta who cannot find time and are otherwise prevented from attending conventions and conferences."

Half a century later, the Home Economics Branch continues to help rural Albertans to enhance their physical, economic, and social well-being. Helping rural people develop their abilities to manage their resources is the prime aim of the Home Economics Branch and is achieved through programs such as Alberta Women's Week. The week of activities is continuously readjusted to meet the needs and interests of women in a constantly changing society.

In 1983, Isabel Townsend, the founder of this event was inducted into the Agriculture Hall of Fame. Her 1983 evaluation included the following comment: "this is such a happy week — a chance to learn, to grow." •

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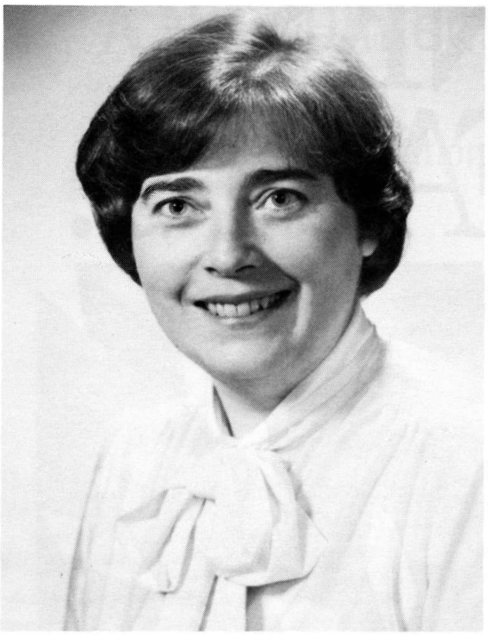
[1] Mrs. E. Storey, Acting Director, Women's Bureau Edmonton, 1930

Joyce Lencucha holds a BSc from the University of Alberta and is currently an Alberta Agriculture Regional Home Economist in Red Deer.



On the Job

Profile of a Home Economist with the Beef Information Centre

Pat Scarlett

Diversified, challenging, demanding, and rewarding, combine to describe my role as a home economist with the Beef Information Centre — diversified because I interact with all segments of the population that produce, process, sell, advertise, teach about, and consume beef; challenging because of the breadth of knowledge and skill that is required; demanding because of the intensity of application and effort required; and rewarding because of a sense of accomplishment and growth.

But what is the Beef Information Centre (BIC)? BIC is the division of the Canadian Cattlemen's Association which is responsible for the education, promotion, and advertising of beef throughout Canada. Offices are coast to coast (Vancouver, Calgary, Winnipeg, Toronto (Head Office), Montreal, Truro) and are managed by home economists. Each home economist is employed on a national basis; is assigned national responsibilities based on education and work experience (in my case nutrition); is actively involved in the formulation and planning of national programs; coordinates the BIC activities in her province (in my case BC); and assists the provincial cattlemen with their promotion activities.

Nutrition programs demand an increasing portion of my time as I develop and initiate more projects. There is also a nutrition element in most of the national portfolios — school program, consumer education, foodservice, etc. Primarily the emphasis is on the positive role that beef has in a balanced diet, and on the correction of misinformation/misconceptions about beef's nutritive value.

Many skills are required to successfully handle this position. Maturity, flexibility, self-motivation, high energy level, diplomacy, and dedication are assets that will help everyone in any role. Personally, I consider the following to have been of particular help to me: my education at home and at the University of Toronto, where I was encouraged to *stretch* and strive for excellence; dietetic internship with its administrative and clinical training; a variety of work experience, both as a student and as a graduate; and my active fascination and interest in all aspects of finance and business.

Two lessons were learned while I was interning, i.e. do your homework and be realistic. I can remember instructing a new mother on the methods of preparing formula — of course, I had never made formula in my life except in the hospital autoclave! After listening patiently to my explanations, the patient said, "Thank you, my dear. However, this is my 10th baby, and we have no refrigeration." This incident made a strong impression on me — if I had studied her chart more thoroughly, I would have realized the home situation and presented recommendations that pertained to her circumstances, rather than using an *ivory tower* approach.

I have found this to be true in most situations. Teachers at workshops appreciate practical classroom activities that are suitable for today's students, the class-time, and budget. Consumers want simple advice on how to get the best food value for their dollar, as well as reassurance that the food supply is safe and nutritious. Retailers require merchandising materials and ideas which are easy to implement. Media appreciate well-researched articles, news releases, and interviews. Foodservice operators need information and ideas that relate to their facilities, expertise, and clientele.

It is important for each of us to participate in continuing education programs, to increase and/or update our knowledge. Communication techniques, nutrition, marketing, advertising, and computer applications are of particular interest to me. •

Pat Scarlett graduated from the University of Toronto with an Honors BA in Foods and Nutrition. After completion of her dietetic internship, she gained experience as a clinical dietitian, university research assistant, and industry home economist. On moving to BC, she designed and taught a night school course "Consumer Finance for women," and did freelance assignments before joining the Beef Information Centre in 1978.

SOFT DRINKS. THE HARD FACTS.

It's a fact that soft drinks are a part of everyone's lifestyle. So you may want to know what's in them.

To give you and the people you counsel the opportunity to become more familiar with the hard facts about soft drinks, the Canadian Soft Drink Association has put together a booklet called, "The Facts About Soft Drinks". We are also producing an educational film about soft drinks (available in the Fall).

These materials do not suggest that soft drinks are a substitute for proper nutrition, they simply describe what they're made of, how they're produced, their history, their diet implications and other important facts… and, remind you that this refreshing taste treat—like any good thing—should be taken in moderation within the context of a well-balanced diet.

We also have available a poster and brochure on the proper care and handling of glass bottles.

The booklet, poster and brochure are free for the asking and if you are interested in the film, just drop us a line.

We'd like to give you the hard facts about soft drinks.

Canadian Soft Drink
Association,
5th Floor,
443 University
Avenue, Toronto,
Ontario M5G 1T8

A
B
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E
THE FACTS ABOUT SOFT DRINKS
SOFT DRINK

SOFT DRINKS. ONE OF LIFE'S LITTLE PLEASURES.

Abstracts of Current Literature

Submitted by
Faculty of Human Ecology
University of Manitoba

Alternative strategies for pricing home work time.

C.D. Zick and W.K. Bryant
Home Economics Research Journal, 1983, *12*(2): 133-144.

The value of home time has most frequently been measured by either the market alternative cost method or the opportunity cost method. The *market alternative cost* method is an estimate of the amount a family would pay on the open market for tasks usually performed by its members. This method has been most often used in court cases which concern death, divorce, and insurance claims. The *opportunity cost* method, based on the value of alternative activities which are foregone in the interest of home time, has been criticized because of biases related to the use of market wage rates.

The purpose of the Zick and Bryant study was to compare the potential of a newly developed opportunity cost method called the *reservation wage approach* with the market alternative cost method. The authors suggested that the reservation wage approach would alleviate biases encountered with the use of market wage rates. The model used is based on the belief that people choose full-time homemaking as an occupation in the same way that self-employed individuals choose their work.

Details for the calculation of the reservation wage are presented. An underlying philosophy of the model is that market goods in combination with family time yield produced goods which are consumed by family members. In this regard, a salient point is that each family member "divides his/her time between market work and non-market work" (p. 7). The model, in graph form, is a curve which depicts the "relationship between goods obtained and time devoted to market work" (p. 7). The slope of the curve represents the individual's marginal productivity or "wage rate in market work."

A sample of 2,100 two-parent/two-child households, stratified by age of the youngest child and taken from a USDA Agricultural Experiment Station data set, was used in the study. Results indicated that the reservation wage provides estimates which place a higher value on a housewife's home work time than that provided by the market alternative cost estimates. It was concluded that the criteria for selection of methodologies should be based on whether the professional pursues the replacement cost of household work with market substitutes or with the value placed on an hour of home time. In the former case, the market alternative cost method would be apropos whereas, in the latter case, the opportunity cost method would be more appropriate.

Nancy M. Kingsbury, PhD

Making your home accessible: A disabled consumer's guide.

C. Kushner, P.L. Falta and
A. Aitkens
Ottawa: Canadian Housing Design Council, Consumer and Corporate Affairs Canada, 1983.

This 95 page manual is a readable guide designed to assist the wheelchair disabled person in planning renovations to an existing home. It is simply laid out and, in additional to factual information, contains numerous illustrations. The authors provide a range of options for the reader recognizing that each disabled consumer can best judge his or her requirements.

The manual is divided into four chapters. The first chapter suggests how to assess personal access needs. It gives sources for obtaining information so that the disabled consumer can be well informed before hiring the services of costly professionals. It discusses the work plan and design of renovations and gives hints on hiring a good contractor.

Chapter two deals with financial assistance for renovation work. It gives guidelines for federal and provincial assistance programs and sources of discretionary, one-time funding.

The third chapter discusses common access problems and gives a range of solutions, many of which are graphically illustrated.

The last chapter provides a product inventory useful in locating items used in home modification. It lists dealers in each province and gives a code for the kind of product each firm carries.

The manual is a joint venture of Consumer and Corporate Affairs Canada and the Canadian Housing Design Council. It can be obtained by writing Canadian Housing Design Council, M2-L'Esplanade Laurier, 171 Bank Street, Ottawa, Ontario, K2P 1N5. The cost is $2.00 for a single copy or for 30% of cost for multiple copies.

Dana Mallin, BID

Why won't they shape up? Resistance to the promotion of health.

M.M. Murphy
Canadian Journal of Public Health, 1982, *73*, 427-430.

This article describes the reasons for resistance to change and the impact of assumptions commonly made by community workers about such resistance.

When a person is described as "unmotivated" it usually means failure to comply with the wishes of the person doing the labelling. People are motivated to meet their needs, the fact that one is struggling to meet needs unsuccessfully or in an unhealthy way does not indicate lack of motivation. It may indicate a need to acquire better coping skills or it may indicate that energy is being diverted to meet another need seen as having priority.

Frustration results if health workers assume (a) that change will occur by bringing "faulty" behavior to the individual's attention or (b) that when the client does not change, desire to change is absent. This frustration can stimulate a desire to withdraw from the situation, "There's no point trying to help him," with the result that the client receives less than optimal care. Conversely, since health workers like to receive gratification in their work, they may direct resources to those who will comply — ignoring the fact that behavior change is probably due to readiness and ability to change (or to change already in progress) rather than to the skills of the health worker.

Frustration can be avoided by appreciating that change means discarding a learned activity that has meaning. The prospect of change can stimulate feelings of anxiety, and the change itself may be perceived as having secondary, undesirable consequences. Paying attention to what is valued in the current behavior can indicate the approach to adopt.

Laura Sevenhuysen, BSc, RD

The Alaskan Athapaskan chief's coat

W.E. Simeone, Jr.
American Indian Art Magazine, 1983, *8*(2), 64-69.

By the middle of the nineteenth century European styles and decorations were introduced to the Alaskan Athapaskans. Most noticeable were the *chief's coats*, a military styled jacket, heavily decorated with local and imported materials. Decorations included seed beads, strip of cloth, buttons, dentaliun shell, porcupine quills, strips of fur, and fringes. The coats gained prestige when they were given by the Hudson Bay Company to local leaders for services rendered to the Company. When the Alaska Commercial Company replaced the Hudson Bay Company in 1869 the custom of giving chief's coats was discontinued, but the Athapaskans began making copies from items at hand. Both leather and fabric coats appeared. Eventually the chief's coat became a method of displaying wealth and position in Athapaskan society.

There are few illustrations of early chief's coats, but by 1900, illustrations are plentiful and show a wide variety of decorative techniques. As trade goods became more accessible, chief's coats were made by more people and, by the beginning of the twentieth century, began to be given away at potlatches.

Today, styles have changed. Central heating in buildings has removed the necessity for heavy fabric or leather jackets at potlatches and special occasions. Now, only those giving the potlatch wear the chief's coat, and then only during the gift giving, not during the preceding dancing. It is no longer fashionable to wear beaded clothes. Smoked tanned moose hide, the most popular fabric for a modern chief's coat, is extremely expensive and difficult to obtain.

During the past century and a half we can trace the rise and fall in the popularity of a European styled but native decorated jacket. Today the chief's coat is a treasured coat for special occasions. Its use is similar to our use of white tie and tails.

M.E. Tyrchniewicz, MSc

Brain cell alterations suggesting premature aging induced by dietary deficiency of vitamin B_6 and/or copper.

E.J. Root and J.B. Longenecker
American Journal of Clinical Nutrition, 1983, *37*:540-552.

Nutrient deficiency may be an important factor in the etiology of certain degenerative diseases of the central nervous system. Such changes tend to be present in individuals of all age, and to increase in number as age increases. However, these changes are not inevitably correlated with increasing age.

Root and Longenecker performed two experiments to examine the effect of vitamin B_6 and copper deficiency upon brain cell morphology. Weanling albino rats were fed a semisynthetic diet deficient or sufficient in vitamin B_6 or copper, or both, for 2 or 3 months. Brains were examined by light and electron microscopy after Golgi impregnation or conventional tissue processing for electron microscopy.

Both deficiency of vitamin B_6 and deficiency of copper affected the brain by causing alterations in neurophil rather than cell parikarya. The prevalence of abnormalities in brain tissue varied considerably according to the dietary group and the length of the experiment. In experiment 1, which lasted 2 months, dendritic loss was relatively mild, and ultrastructural abnormalities in rats deficient in B_6 — while often striking where they occurred — were rather infrequent. In experiment 2, which lasted 3 months, damage to the cells was much more extensive and more widespread. This loss of dentritic aberations is a characteristic of neurons in aged human brains.

It appears that deficiency of vitamin B_6 and copper have caused changes in the brain of young rats which are typical of premature aging. Changes seen in the present experiment suggest that nutritional deficiency is capable of causing marked acceleration of the type of cellular deterioration seen in human aging. Whether or not similar changes will occur as a result of somewhat milder dietary insufficiencies over a longer period of time is yet to be established.

D.W. Fitzpatrick, PhD

Fabric grading: Part II, bow and bias fabric problems

D. Powderly
Bobbin, 1984, *25*(5), 117-120

This article is addressed to apparel manufacturers, but the information is of value for those who teach clothing. The problems related to using fabric that has excessive distortion — pattern matching and garment hang —are discussed. Skew and a variety of types of bow such as reverse double, hooked, and snaky are illustrated.

Since there is no industry standard to indicate when the distortion becomes excessive, Powderly cites standards of several mills and manufacturers. These range from 2–13% of the fabric width. The tolerances allowed for bow are, on the average, greater than those for skew. The tolerance level accepted often varies according to the type of fabric — patterned or plain — and the kind of garment.

Powderly concludes by emphasizing that the buyer should decide on the amount of distortion that will be accepted on the basis of the width of the garment panels to be cut **not** on the basis of fabric width. This value should be used as a purchase specification.

Margaret I. Morton, PhD

Book Reviews

Diet and Exercise: Synergism in Health Maintenance

by *Philip L. White and Therese Mondeika*, Editors. Chicago: American Medical Association, 1982. 178 pages; hardbound $12.00.

A symposium held on November 3-4, 1981, was the origin of this book. Thirteen papers are presented under three main headings: "Balancing the equation: Physical activity and nutrition," "Interrelation of physical activity and nutrition," and "Rx: Diet and activity." A preface written by Philip L. White, program chairman, offers an excellent briefing on the ideas that served for the selection of the theme.

The concept *synergism* implies that diet and exercise work together and that the total effect they produce is greater than the sum taken independently. It was pointed out that diet and exercise have a synergetic effect in obesity by creating an energy deficit. Similar synergetic effects appear to be operating in carbohydrate utilization in the non-insulin-dependent diabetic patient or in altering plasma lipoprotein concentrations in the treatment of coronary heart disease.

The points of discussion are oriented towards moderate and regular exercise rather than towards the strenuous and irregular exercise found in the exertion of some sports and training programs. Since less information was available for moderate exercise, it was thought that this emphasis could lead to new avenues of research.

The book is organized to offer an excellent update on the effects of exercise and of diet on the whole body through their effects on metabolism, the circulatory system, and the bone mass. The last section examines the influence of exercise and diet on the treatment of obesity, hypertension, coronary heart disease, diabetes, and osteoporosis.

Although written for health professionals and researchers, this book is of high interest and can be recommended to non-experts. Since each paper provides a list of references and a short summary, it offers the opportunity to document oneself quickly on such a broad field.

Reviewed by:
Florence Martineau, PhD
University of Montreal
Montreal, Quebec.

Human Nutrition

by *Murray M. Tuckerman and Salvatore J. Turco*. Philadelphia: Lea and Febiger, 1983. 376 pages; $35.75.

Presuming a strong background in physiology and biochemistry, the authors, both pharmacologists, address specific needs of clinical pharmacists while providing a wealth of technical information for clinical dietitians and members of nutrition-support teams.

Part I consists of an in-depth study of nutritional elements including a pharmacological dimension not seen in general nutrition books. A discussion of dietary allowances is followed up in the study of each nutrient with the inclusion of therapeutic requirements and procedures. Toxicity, and drug-nutrient interactions are discussed; tables of pharmaceutical sources as well as dietary sources are provided. This information would be of interest to food and nutrition specialists wishing to extend their horizons.

A vast array of reducing diets along with drugs and surgical procedures for weight loss are evaluted. The chapter "Food-drug interactions" has wide appeal.

The latter half of the book deals with the highly-specialized field of nutritional assessment and parenteral nutrition. It would have limited interest for those working outside a clinical setting. In Part II, articles are written by specialists in the field, including the renowned Jeejeeboy of the University of Toronto. All are reprints from professional journals. Part III is authored by team members of the *Metabolic Support Committee* for in-hospital and home nutritional-support programs of the Western Pennsylvania Hospital.

A bibliography completes each chapter. References cited in Parts II and III are, on the whole, more current than those of Part I. This is not altogether surprising considering the relative newness of the subject matter.

The breadth and depth of the material provided in *Human Nutrition* and the qualifications of its authors, confirm that its author-editors have well served their target readers—clinicians.

Reviewed by:
Elinor Whyte, BA (HEc), PDt
Nutritionist
Département de Santé Communautaire de l'hôpital Charles LeMoyne
St-Lambert, Québec.

Don't Drink Your Milk

by *F.A. Oski and J.D. Bell*. Ridgefield, CT: Wyden Books (Playboy Press), 1977. 154 pages; hardcover $9.95

In part 1, lactose intolerance is discussed briefly. Milk-allergy (an entirely different condition) and the calcium content of milk are dealt with in some detail. Part 2 deals with the political aspects of the dairy industry in the U.S.A.

I consider that this book overemphasizes the potential hazards of cow's milk when consumed after the weaning period. Furthermore, most of the cited effects are subject to wide individual variation. Although it is true that the activity of lactase (the enzyme that degrades the milk sugar, lactose) decreases with one's age, the enzyme is substrate-inducing — that is, its activity can be enhanced by continuous exposure to milk. Unless one has genetic lactose-intolerance (which can be identified before one year of age) or milk allergy, regular intake of milk from childhood is usually well tolerated. This may explain why large sections of population in India (who are strictly vegetarian) and the South African Masai tribe, are thriving with milk as a staple food.

As a former resident of the Indian subcontinent and frequent visitor to several parts of Africa and South America, I wish to comment on the statement: "In many other parts of the world, most particularly in East Asia, Africa, and South America, people regard cow's milk as unfit for consumption by adult human beings." In my experience, when these people reject fresh milk, they do so on grounds of hygiene. But, they consume cooked or processed milk, if they can afford it.

Milk is a convenient and nearly complete food and is inexpensive in relation to its nutritive value. In many countries, including Canada, milk is considered the only reliable source of calcium.

Not drinking milk may perhaps counteract *some isolated* problems for *some individuals*, but I believe not drinking milk is more likely to exacerbate some severe nutrition problems that affect large segments of the population. In the U.S.A. and Canada, three-quarters of the calcium, nearly half of the riboflavin, and one-quarter of the protein in the food supply come from milk intake. If milk is omitted from the diet or consumed sparingly, these nutrient requirements can only be met by expert meal planning.

In summary, I believe *Don't Drink Your Milk* to be misleading—especially for readers who lack sufficient information about the beneficial properties of milk and the interrelationships of milk's constituents with other items of the diet.

Reviewed by:
T.K. Basu, PhD
Professor of Human Nutrition
Faculty of Home Economics
The University of Alberta.

The Seam Allowance: Industrial Home Sewing In Canada

by *Laura C. Johnson with Robert E. Johnson.* Toronto: Women's Educational Press, 1982. 128 pages; paperback $7.95.

Fifty women in the Toronto area who do industrial sewing at home and other people familiar with the workings of the homework system—including government officials, trade union officials, and employers—were interviewed for the material in this book. It is a documentary on the substandard working conditions of homeworkers and attempts to assess the scale of homework in the clothing industry in Canada. This hidden sector of Canada's manufacturing industry is exposed as a major injustice against women in the work force.

Homesewing is exposed as part of a highly secret underground economy. The work is done in the basements and closets of homes and involves thousands of women, the majority of whom are immigrants and who produce a remarkable share of the clothing manufactured in Canada. They are not subject to the same scrutiny and regulations as factory workers. These workers lack the protection of trade unions and are not covered by employment standards legislation. They work extended hours at subminimum wages, receive no benefits, are exposed to numerous health and safety risks, are totally isolated from inside-factory workers, and have no opportunity to organize to improve working conditions.

The industrial homesewer is working at home for wages and at the same time attempting to fulfill the traditional family role. Far from being an ideal combination of work and family life, homeworkers continually face the contradiction of being unable to respond to their children's needs because they must keep sewing. A lack of work alternatives keeps these women in the home. As a system of employment, the homework system is founded on economic need, cheap labour, and lack of child care services for working parents.

The book provides comprehensive data on the subject and a detailed analysis. Many photographs serve to document the sub-industry that exists. *The Seam Allowance* will be of particular interest to anyone interested in the status of women and in the clothing industry of Canada.

Reviewed by:
Linda M. McKay, MS
Associate Professor
Department of Home Economics
University of Windsor.

Around the Table: A Cookbook to Complement Your Talents

by *Marian Brown.* Regina: Marian Brown, Inc., 1982. 192 pages; $12.95.

This cookbook provides a practical example of the application of *Canada's Food Guide.* The first section, "Tools for Menu Planning," emphasizes the presentation of a variety of flavorful foods in an attractive manner and the creation of balanced meals.

The second and third sections contain menus for special-occasion meals including the recipes. Section two contains menus for major days such as Easter Sunday, St. Patrick's Day, Canada Day, and Christmas. Section three presents seven ethnic menus. Included are Finnish, Ukranian, French, and West Indian meals. The fourth section of the cookbook has recipes that are less elaborate and more practical for everyday use.

Besides menus and recipes, the cookbook has several useful charts and tables. These include a list of herbs and spices together with the foods each complements, a list of garnishes, a table of equivalent weights and measures, and a list of substitutions for common ingredients. As well, ten full-color photographs give the cook a visual idea of how the food should look when completed.

Each page contains only one recipe. This ensures print that is large enough to be read easily and quickly. Ingredient quantities are listed in both imperial and metric units. The hard cover and metal coil binding allow the cookbook to stand open at the required page.

Marian Brown, a Regina dietitian, has succeeded in writing a cookbook that will enable experienced and inexperienced cooks alike, to enjoy cooking, serving, and eating nutritious foods.

Reviewed by:
Laurie A. Wadsworth, BSHEc
Graduate student, Human Ecology
University of Manitoba
Winnipeg, Manitoba.

Paper Towel a Micro Risk

Canadian consumers are being warned to stop using paper towels in their microwave ovens because of the risk of fire. This warning comes from CSA following investigation of a microwave oven fire which started when a paper towel, being used as a cooking utensil, ignited. A report in the Association's latest consumer guide says the fire damaged the oven and caused smoke damage to the home. There were no injuries.

Use of paper towels is recommended in most of the cookbooks and manuals which accompany microwave ovens. Suggested uses include covering bacon while cooking, wrapping hotdogs to reheat, and placing under a potato during baking to absorb excess moisture.

CSA won't disclose which brand of paper towelling was involved or where the incident occurred. However, it cautions against using paper towels of any kind in a microwave. An investigation by the manufacturer of the paper towel concluded that a metallic impurity in the towel probably sparked the fire. According to the manufacturer, tiny metallic particles sometimes make their way into the pulp mixture during the manufacturing process and cannot always be removed.

As a result of the incident, CSA has written to microwave manufacturers asking them to include a caution against using paper towels in microwave ovens in all future instruction manuals and cookbooks.

Association spokesman Hanna Pilar says that because the organization is a voluntary one, it cannot require microwave manufacturers to include the warning. But she says some companies have complied with the request and are suggesting that waxed paper replace paper towels.

Source: Krueger, A., Paper Towel A Micro Risk, *Winnipeg Free Press*, October 12, 1983.

Working Women Calling the Shots

Working couples are putting their relationships to a test unheard of a few years ago: letting women's careers determine where they live. For some, egos and economics balance out. For others, separate careers can lead in different directions.

"Relocation is really the nemesis of two-career couples now, because there's no guarantee the spouse who follows will be able to find work in the other place," says Jacqueline Fields, who co-wrote a study for Wellesley College on effects of relocation on couples.

People in the employment and job relocation fields describe the men-following-women trend as small, but perceptible. It is likely to become more common; women are earning more money in better jobs, for one thing. And, the number of working women is expected to climb, from 49.0% this year to 59.6% by 1990.

Source: *Associated Press*, dispatch from Denver.

New Head Form Developed to Test Smaller Helmets

When CSA developed standards for hockey helmets and face protectors, the objective was to prevent injuries. A testing program was established and the Canadian Amateur Hockey Association mandated the use of certified helmets and masks for players aged 18 and under. According to statistics, the program has been an unqualified success.

These protectors, however, were designed to fit players from about 10 years old to adults. Now youngsters are starting to play the game at a much earlier age. "We recognized that the regular size helmets and masks were too large and too heavy for these smaller players," says Dr. Tom Pashby, Chairman of CSA's Technical Committees on hockey helmets and face protectors for ice hockey and box lacrosse players.

Hence, 'Allan Average' to the rescue.

A task force of the Technical Committee set out to find a suitable head form to use in testing some prototype helmets and masks — smaller and lighter — that would fit players in the 5- to 10-year-old category. It took the expertise of some of the top medical brains and Adrienne Alison, a skilled restorative prosthetist, to translate anthropometric data (science of body measurement) into a three-dimensional head form — thus, 'Allan Average' was born, first in soft clay, and then in a very hard epoxy material.

Financing was provided by the federal department of Consumer and Corporate Affairs.

Testing was carried out in CSA's laboratories with successful results. The Technical Committee is now revising the standards to include specifications for the smaller and lighter helmet and face protector.

Once this has been done, CSA will be able to offer a certification program to manufacturers.

Source: Canadian Standards Association, *The Consumer*, Winter 1984.

Personal Financial Planning

A 32 page, newspaper-like publication was issued during the fall of 1983 under the title *Personal Financial Planning: Suggestions and Advice*. Articles are easy to read. They cover a wide variety of topics and are reprints from numerous financial papers and magazines. The issue is designed to help people manage their finances more effectively. Topics covered include: budgeting, debt problems, credit, savings, investment, taxation, insurance, major purchases, retirement, and wealth. A bibliography and a list of sources have also been included for readers with an avid desire for additional information. Cartoons and other illustrations are liberally inserted throughout the publication.

To order, contact the Canadian Foundation for Economic Education, 252 Bloor Street West, Suite 5-130, Toronto, Ontario M5S 1V5. Orders for 1-5 copies should contain 80¢ (includes postage and handling) for each copy; orders for 6 or more copies, 50¢ each plus 20% for postage and handling.

Source: Canadian Foundation for Economic Education, *Personal Financial Planning: Suggestions and Advice*, Fall 1983.

Chain Saw Safety Tests Set

A new chain saw testing program designed by the Certification and Testing Division of the Canadian Standards Association (CSA) will make both fuel-powered and electrically operated chain saws safer to use, says Shamus Allidina, Senior Engineer, Mechanical Products Section.

The program was initiated about two years ago at the request of chain saw manufacturers and others in the forestry industry who were concerned about lack of safety features about kick back.

Kick back occurs when a chain saw, being used to bore a hole in wood, catches on some obstruction or cuts too deeply into the wood causing the saw to jerk up towards the operator. In recent years, deaths and serious injuries have occurred due to this problem, Allidina said.

Under the new program, chain saws will be tested for safety features, such as the braking system, which will significantly reduce injuries by kick back. Braking systems, which stop the chain saw motion in 0.15 seconds, are mandatory for fuel-powered chains saws.

Electric chain saws not requiring braking systems will be tested for other applicable safety requirements as well as for fire and shock hazard.

The first chain saws to be certified under the new program will appear on the market after February, 1984. They will display the CSA standard number, Z62.1, next to the CSA monogram. Chain saws certified under the old program for electrical features only that are currently on the market do not bear the standard number.

Other safety tests conducted on chain saws include tests for vibration and sound levels, dimensions and strengths of hand guards and handles, and exhaust gas temperature, etc.

Source: Canadian Standards Association, *The Consumer*, Winter 1984.

Guidelines for Geriatric Services in Canada

The *Department of National Health and Welfare* has developed a set of guidelines for geriatric services in a hospital setting. They were designed "to assist those involved in the delivery of geriatric services in hospitals to achieve high standards of cost-effective care for their patients."

A second set of guidelines have been developed for long-term adult institutional care. "The document emphasizes that the facility becomes the person's home and therefore all planning for the facility from programs to structural design, should attempt to create and maintain a warm human environment where residents are treated with dignity and respect." The need for both restorative and rehabilitative service is stressed.

"Day care is emphasized as the preferred alternative to inpatient care and the requirements for this service are outlined."

According to Donald Moffatt, Director of Institutional and Professional Health Services, *Department of National Health and Welfare;* these are the first guidelines for long-term care service that have been developed by a multidisciplinary working group.

Reference: Moffatt, D.F., Canada develops national long-term care guidelines, *Dimensions in Health Services*, 1984, *61*(2), 32.

'Home Manager' Best Description

Housewife and *homemaker* are obsolete titles, *home manager* tells it as it is. For someone about to set up living quarters for the first time, the complexities of running a modern household can be awesome.

Cooking, sewing, and cleaning are just the rudiments of day-to-day living. One must have a smattering of accounting to juggle the household budget, be an engineer of sorts to cope with the new appliances, and have a knowledge of nutritional needs in order to provide healthful meals. All this, combined with the fact that the majority of home managers also hold down a full- or part-time job means that they can use all the help they can get.

Source: Connors, *Chicago Sun-Times*.

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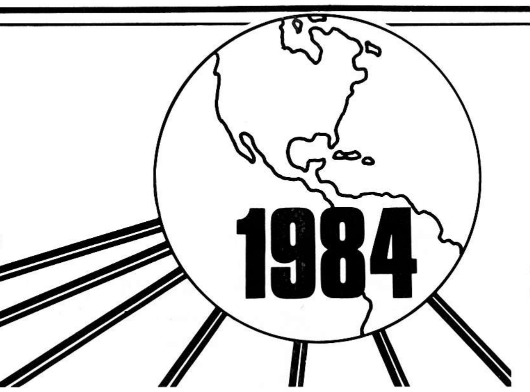

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New Publications and Visuals

Canadian Occupational Health and Safety Law Handbook

This is a unique and valuable book. It represents a particularly ambitious undertaking since each Canadian jurisdiction is individually responsible for occupational health and safety. With ten provinces, two territories and a further set of laws governing workplaces under federal jurisdiction, there are 13 different groups of occupational health and safety laws to consider.

The book actually serves several purposes. At one level, it provides practical advice to workers on a broad range of concerns about workplace health and safety. However, it is much more than a manual: at over 200 pages and with an extensive set of appendices, it is a truly comprehensive and at times scholarly work. Any professional actively involved in occupational health and safety will find it a useful compendium.

The organization of the book is impressive, allowing for a wealth of information to be efficiently and effectively conveyed. A detailed set of questions distinguishes chapters and sections.

The book is extensively footnoted and provides a valuable collection of occupational health and safety case law. It is also useful to have, in the same volume, a thorough discussion of the role of collective agreements and the courts. The appendix contains sample collective bargaining clauses, a series of tables for determining applicable laws in each jurisdiction, a chart comparing legislated rights and duties to refuse unsafe work, and a glossary which will be helpful to the reader with no legal background.

The book was written by Michael Izumi Nash as a project of the Canadian Environmental Law Research Foundation. It is published by CCH Canadian Limited, 6 Garamond Court, Don Mills, Ontario, M3C 1Z5.

Source: Canadian Centre for Occupational Health and Safety. *At the Centre*, 1983 6(3). Book reviewed by David Lampert.

Plats Préférés Sans Jaune D'Oeufs

L'Office Canadien de Commercialisation des Oeufs a publié une traduction en français de la brochure de recettes gratuite intitulée *Plats Préférés Sans Jaune D'Oeufs*. Cette brochure comprend des recettes de plats variés tels qu'assaisonnements de salade, cossetarde, poudings, omelettes et poisson; plusieurs suggestions intéressantes sont ajoutées à la fin.

La publication originale de cette brochure de Dorothy Batcheller parut en anglais il y a plusieurs années. A ce moment-là, des familles canadiennes se souciaient du nombre de jaunes d'oeufs qu'elles consommaient.

Pour obtenir cette brochure, s'adresser à: Office Canadien de Commercialisation des Oeufs, 507-116, rue Albert, Ottawa, Ontario, K1P 5G3

Old-House Journal Compendium

People buy old houses for many different reasons, including good design, uniqueness, larger rooms, low cost, or interesting architecture. Renovators of old houses get frustrated too, because restoring an older building often requires infinite care, time, and money. One tool that may help renovators in their struggle is *The Old-House Journal*, a publication devoted to the restoration of old houses.

Now, a 400-page collection of articles from *The Old-House Journal* is available in a book appropriately called *The Old-House Journal Compendium*. Each page offers information about pre-1920 houses that might not be available elsewhere.

The *Old-House Journal Compendium*, edited by Clem Labine and Carolyn Flaherty, is encyclopedic in nature; virtually every problem ever encountered is at least mentioned, if not discussed in depth. Old-fashioned typography, rather murky photographs, and scores of pen and ink drawings add to the charm of the book.

Fourteen chapters cover the process of restoration quite thoroughly. They include a discussion on buying old houses, followed by "Getting to Know Your Old House" — painting, roofs and windows, wiring and plumbing, masonry and energy efficiency, staircases and floors, chimneys and fireplaces, mouldings and woodwork, kitchens and bathrooms, graining and stencilling, and exterior design.

In the first chapter, the authors cite the old adage about the three most important factors in determining the value of a house—location, location, and location. They also warn: "Old-house buyers are apt to get carried away by beautiful parquet floors, stained glass windows, carved oak wainscoting, etc., and blind themselves to the adjacent neighborhood. In older cities especially, you are likely to find architectural gems in areas that are described sometimes as 'colorful' and other times as slums." The trick, the authors say, is to find a rundown neighborhood that is likely to be hit by the renovation movement.

There are two things to remember: one is that any house can be beautifully restored (it helps to have something there to start with, of course); the second is that any restoration will require time, energy, and money. It is vital, to realistically evaluate how much of the three the home buyer has — measured against how much of the three the old house will require.

Source: Purchase, S., Renovation requires plenty of care. *Baltimore Evening Sun.*

Women in Non-Traditional Roles

The first in a new series of documentary films on women's issues, produced by Studio D of the National Film Board of Canada, was released January, 1984. *Attention: Women at Work*, a film about women working in predominantly male trades and professions, was co-sponsored by

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the NFB and the Federal Women's Film Program. Made primarily as a career counselling aid for girls and for older women returning to the job market, the film deals with issues such as the importance of economic self-reliance and the combination of work with family life.

"It's important to me that boys see the film too," says director Anne Henderson. "Teenage boys and girls tend to be very conservative. In the search for their identities they are inclined to cling to established stereotypes identifying them as being masculine or feminine."

Henderson, editor and assistant director of Studio D's runaway box office success *Not a Love Story: A Film About Pornography*, also directed a French-language study of women in non-traditional jobs called *Femmes au travail.*

Source: Press release, *National Film Board of Canada*, December 1983.

Teenage Health Teaching Modules (THTM)

A new and innovative health curriculum for junior and senior high school students is now available after four years of research, development, field testing, and revision by Education Development Center, Inc.

Based on an in-depth understanding of today's major health risks, as well as, the key issues of adolescent development, *THTM* addresses physical, emotional, social, and environmental aspects of health promotion. It provides students with the knowledge and skills to make decisions and take actions on behalf of their own health, and the health of others—now, and as they grow older.

The program helps students

- understand and feel comfortable about the physical and social changes they are experiencing as adolescents
- develop the confidence and skills to make informed decisions about the use of cigarettes, alcohol, and other drugs
- recognize and deal with stress
- expand understanding of interpersonal relationships among friends and family members
- improve physical fitness and eating habits
- improve ability to locate and use health resources
- understand the health research process and make better use of health research news
- work toward improving health conditions in the community, in the physical environment, and eventually in the workplace.

Each of the 16 modules provides instructions for conducting between 5 and 15 hours of classroom activities. The 16 modules can be taught independently or sequentially to comprise a complete semester course.

A companion volume, *THTM: A Guide for Trainers*, has been developed for classroom teachers, curriculum coordinators, or school administrators who would like to train others to use the program.

THTM was developed by Education Development Center Inc., in partnership with the Center for Health Promotion and Education of the Centers for Disease Control. More information is available from the Education Development Center, School and Society Programs, 55 Chapel Street, Newton, Mass. 02160.

Source: Press release, *Education Development Center*.

"Answer Book" for Maintenance Pros

The *Answer Book* is a booklet full of features, facts, and ideas on today's most advanced maintenance methods. It reviews the newest, most cost-effective, most automatic ways to do away with dirt, debris, muck, and mire from floors, carpets, walls, sumps, plants, and parkways. It covers everything from self-propelled floor machines and carpet rejuvenators—to germicidal hospital vacuums and litter sweepers—to super-sized compressed-air vacuums, miniaturized hand-held units, and vacuums for removal of hazardous wastes.

Available from: Breuer Electric Manufacturing Company, 7401 W. Lawrence Avenue, Chicago, Illinois 60656-3489.

Learning in Society

A discussion paper prepared by Professor Alan M. Thomas of the Ontario Institute for Studies in Education has been published for the Canadian Commission for Unesco. It explores the place of learning and education in society and would provide a useful framework for further discussion. The intention of the paper is to make some initial suggestions about a means of conceptualizing the response every society must make to the fact that all of its members are capable of learning throughout all their lives. It provides useful elaboration of these ideas and in addition, some alternative means of describing, classifying and analyzing the processes involved.

Source: Canadian Commission for Unesco, 255 Albert Street, P.O. Box 1047, Ottawa, Canada K1P 5V8

Overseas Opportunities

CUSO, Canada's largest independent international development organization, is seeking qualified and experienced home economists for two-year postings to the Third World. Required are:

A Lecturer, with a master's or bachelor's degree in sociology or family studies for a university position. Duties include the design and implementation of clothing and craft courses for teachers and community development workers;

A Home Economics Teacher, with a degree in home economics or applied human nutrition, for a rural secondary school in Sierra Leone;

A Home Economist Extension Officer, experienced in home demonstrations, to work with home demonstrators in Malaysia.

Salaries are low ($4,000-$8,000) but adequate for overseas' living costs. Placement takes at least six months. Family placements can be difficult due to inadequate pediatric and educational facilities. Couples can be placed if jobs are available for both partners.

Interested in these or other upcoming opportunities? Then send two copies of your résumé to the CUSO office in your area, or to:

CUSO HE-1 Program
151 Slater Street
Ottawa, Ontario
K1P 5H5

Evaluation of the Nutrition at School Program

Teacher Involvement

Barbara E. McEwen and Dianne K. Kieren

Abstract

An evaluation of teacher involvement within the context of the Nutrition at School program in Alberta was conducted. The evaluation design used was based on a conceptual framework in which evaluation was considered to consist of: evaluability assessment, articulation of management information needs, application, and disposition stages. A summative approach was employed consisting of a province-wide mail survey of teachers of grades K to 6. The study looked at teacher involvement in teaching nutrition concepts, use of nutrition education resource materials, and reaction to follow-up materials developed for the program. A sample of 274 teachers responded to the survey. Teachers were found to be supportive of Nutrition at School. The workshop and food sample program acted as motivators to encourage teacher participation. Involvement by teachers was found to decrease in the years after the food sample program ended. Suggestions were made for encouraging participation through use of materials and activities that were appealing, appropriate to grade level, easily implemented, and which acted as motivators to continue to teach nutrition. The suggestion was also made that more emphasis be placed on the total teaching environment and the overall school curriculum when planning the program.

Canadian Home Economics Journal, Spring 1984, *34*(2), pp. 102–108.

Résumé

Une appréciation de l'engagement chez les instituteurs/ trices a été effectuée dans le cadre du programme "Nutrition à l'école" en Alberta. Le concept à la base de cette appréciation comprenait les éléments suivants: détermination d'appréciabilité, énoncé des renseignements requis par la gestion, application et étapes de disposition. La méthode cumulative employée consistait en une enquête par sondage par l'entremise de la poste adressée aux instituteurs/trices au niveau de la Maternelle jusqu'à la sixième année dans toute la province. L'étude en question examinait l'engagement chez les instituteurs/trices vis-à-vis de l'enseignement des principes de nutrition, l'utilisation de ressources en matériel dans l'enseignement de la nutrition et les réactions face aux ressources en matériel mises en usage pour ce programme. Deux cent soixante-quatorze instituteurs/trices ont participé à cette enquête. On a constaté que les instituteurs/trices appuyaient le programme "Nutrition à l'école". Le programme d'ateliers et d'échantillons de produits alimentaires sut motiver et encourager les instituteurs/trices à participer. L'engagement chez ces derniers/ères a diminué durant les années suivant la terminaison du programme d'échantillons de produits alimentaires. Des suggestions furent soumises en vue d'encourager une plus grande participation en utilisant des ressources et des activités attrayantes, propres aux différents niveaux, facilement mises en oeuvre et animant le désir de continuer l'enseignement de la nutrition. Aussi reçue, une suggestion d'accentuer davantage le milieu d'enseignement global ainsi que de tenir compte du curriculum de l'école en entier dans la planification du programme.

Program planners need to know enough about the effects of their program in order to make decisions which will allow the program to function at optimum effectiveness and in order to improve accountability. Program evaluation, as an ongoing part of the administrative and program planning process, should shed some light on why a program or some facet of a program does or does not work. An evaluation can go beyond this, however, to probe the combination of factors that contribute to the effects of the program or that have explanatory power.

This study involved the evaluation of certain facets of the Nutrition at School program, a nutrition education program funded and administered by Alberta Agriculture. This article presents a short description of the program, the conceptual framework used in designing the study, and the

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findings related to an evaluation of teacher involvement in the program.

Description of the Program

The Nutrition at School program was initiated in 1973 in response to the *Nutrition Canada National Survey* (1975) and a national report, *One Child, One Chance* (1973), both of which stressed the need for nutrition education in the classroom. In the report, *One Child, One Chance,* it was indicated that "(Canadian) children in particular are suffering from the effects of undernutrition that can reduce their physical and mental development and deprive them of their one chance to develop the full potential for their one life" (1973, p. 1). The national survey report states "the possibility of malnutrition and undernutrition exists in all segments of our society and its results are, in fact, found at all income levels" (1975, p. 35). The Nutrition at School program, developed in response to this need, was based on three major goals which refer to the three target audiences for the program: the child, his or her parents, and the teacher. The goals were as follows:

1. Elementary school children will acquire knowledge about their nutritional needs and the nutritive value of foods, develop positive attitudes toward eating a variety of foods, and develop eating habits which foster health and well-being.
2. Parents will acquire knowledge about nutritional needs and will be motivated to apply this knowledge to their family's eating habits, thereby reinforcing what their children have learned in Nutrition at School.
3. Teachers of elementary school children will include nutritional concepts in their classroom curricula.

The Nutrition at School program was divided into two levels: one for grades K–3 and the other for grades 4–6. To provide a framework for the teachers and to aid in program implementation, each level had two key concepts and four teaching objectives aimed towards achievement of the major goals of the program. At level one, the primary grades K–3, the two key concepts were:

A. A balanced daily diet includes foods selected from each of the four food groups.

B. Foods from the four food groups supply the nutrients needed for growth, health, and energy.

At level two, grades 4–6, the two key concepts were:

A. A wide variety of nutrients is essential for growth, health, and energy.

B. A combination of foods from the four food groups provides the necessary nutrients to perform these functions.

To facilitate learning of these concepts, both levels also had four teaching objectives covering identification, classification, selection of foods and nutrients into the four food groups, and function of the foods or individual nutrients for growth, health, and energy.

The program, which was available to all elementary schools in Alberta, operated on a rotational basis. Schools applied to take part in the program and each year new schools were chosen in order to expose the maximum number of communities to good nutrition. Featuring nutritious food samples together with nutrition education integrated into the regular school curricula, the program ran for approximately 12 weeks with child-sized food samples being served from two to four times per week, generally just before the morning recess. Schools were encouraged to continue the inclusion of nutrition education in following years with the support and consultative services of Alberta Agriculture.

One selection criterion for participation of a school in the program was teacher attendance at a half-day teacher workshop presented by Alberta Agriculture home economists. The workshop was intended for teachers and others, such as school principals, involved in teaching the Nutrition at School program and was designed to give a reliable foundation of nutrition information. It allowed the opportunity for teachers to participate in enjoyable nutrition teaching and learning activities which could be used in future teaching. The most important teaching resource for this program was the curriculum package *Big Ideas in Nutrition Education* produced by the Ontario Milk Marketing Board. At the time of the workshop, each teacher was given a copy of the *Big Ideas in Nutrition Education* package suited to his or her grade level. The expectation was that the teacher would integrate the teaching of nutrition in a unique way within the suggested framework and use the resource materials provided. The teacher thus played an important role in meeting the broad objectives of this program by facilitating the transfer of food and nutrition information between home economists and students and parents, and by influencing attitudes towards nutrition.

Focus of the Evaluation Study

The evaluation study reported in this paper concerns the involvement of one target audience, the teachers, in the program. The evaluation primarily focused on the third main goal of the program: Teachers of elementary school children will include nutritional concepts in their classroom curricula. Although the goal was not stated as such, it was hoped that involvement in the Nutrition at School program and participation in the teacher workshop would motivate teachers to continue to incorporate nutrition into their teaching and to continue to use material contained in the curriculum package, *Big Ideas in Nutrition Education*, after the program ended.

The evaluation focused on certain problems stated in the form of 12 questions covering issues of concern to the members of the decision-making body for the program, the Nutrition at School Core Committee. Although space does not allow the detailed listing of all twelve questions, the major areas covered were:

1. During the year in which the teachers participated in the Nutrition at School teacher workshop and in each of the years following, what nutritional concepts were included in the classroom curricula and which materials in the *Big Ideas in Nutrition Education* curriculum package were used and found to be most effective?
2. What other resources were used, what follow-up activities were taking place, and what follow-up resources could Alberta Agriculture provide that would motivate and support teachers to continue to include nutritional concepts in their curricula?

The evaluation involved the design of an evaluation strategy which would best meet the client needs, answer the questions posed, and have the potential of optimally affecting the decision-making process.

This study was intended to provide useful information in a number of ways. First, it endeavored to answer specific client questions concerning some aspects of a nutrition education program. The information gained would be useful to the members of the Nutrition at School Core Committee in making decisions to improve the effectiveness of the Nutrition at School program. Secondly, it attempted to further the understanding of the teachers' use of educational materials, and their focus on concepts and teaching objectives and use of nutrition education materials in implementing the Nutrition at School program. Thirdly, it assisted in the identification of the usefulness of evaluation as an ongoing part of the planning of nutrition education programs. Problems encountered in conducting an evaluation of this type have been identified and ways suggested for overcoming these problems.

Conceptual Framework

Evaluation is in a rapid state of development. The formal evaluation of social and educational programs is a relatively new phenomena resulting from the growth of modern programs which are too complex and expensive to be evaluated by informal means. A broad theoretical framework for evaluation is, in general, lacking, and as a consequence, "evaluations have often been attempted without the benefit of adequate frameworks or with inappropriate methodologies" (Franklin & Thrasher, 1976, p. 78). MacKay and Maguire called the technology known as curriculum evaluation "a loose set of models, recipes, and practices" and noted that evaluation as a term meant something different to every writer (1971, p. 4).

Many models have been developed by various researchers to suit the specific circumstances and context in which the reported evaluations took place. These models vary in scope, substance and emphasis, and range from detailed workbook approaches to general process models, most of which were designed for specific programs. Few researchers, however, have attempted to fit these methodological and technical descriptions into an overall theoretical framework for evaluation.

The basic assumption of the evaluation framework adopted for this study was that evaluation is the attempt to clarify unambiguously what a program was planned to do, and what it actually accomplished. The study accepts the view that evaluation is inherently a part of the program planning process and is, therefore, closely related to the goals and objectives of the program.

Secondly, the approach of an evaluation may be either formative or summative or somewhere on a continuum between the two approaches. An evaluation may, for example, be summative in that it looks at the effects of a program, but formative in that the findings and suggested changes are utilized in a continuation of the program. Thirdly, the type of evaluation undertaken in a particular circumstance must fit the context in which the program being evaluated takes place.

It is also assumed that a program for which an evaluation is undertaken is evaluable; that the evaluation takes place within a climate or context which encourages the reformulation of program goals or objectives to facilitate evaluation at later stages. There must be fruitful interaction between the evaluator and the intended user of the evaluation. The evaluator must be able to communicate findings and suggestions to the program decision makers and receive suggestions from them.

The evaluation framework developed for this study consisted of four stages: (a) evaluability assessment, (b) articulation of management information needs, (c) application, and (d) disposition stages (Figure 1).

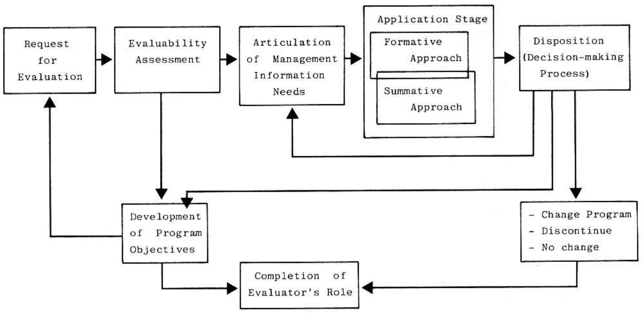
Request for Evaluation
Evaluability Assessment
Articulation of Management Information Needs
Application Stage
Formative Approach
Summative Approach
Disposition (Decision-making Process)
Development of Program Objectives
- Change Program
- Discontinue
- No change
Completion of Evaluator's Role

Figure 1. Conceptual framework of evaluation study.

Every evaluation should begin with an evaluability assessment. The purpose of this stage is to determine whether or not an evaluation should be done, if it is possible and feasible to carry out the evaluation, who should do the evaluation and when. This stage could include the following cluster of activities:

1. Define program objectives.
2. Develop a program model that relates program activities and objectives.
3. Analyze the evaluable program model by determining whether the program has a set of measurable objectives and testable assumptions linking program activities to accomplishment of objectives.
4. Determine whether those in charge of the program have the motivation, ability, and authority to use the information obtained in the evaluation.

One should emphasize the necessity of formulating a set of measurable program objectives. Some controversy exists concerning whether the process of evaluation includes developing program objectives or whether this task is part of the program planning process. It is posited that herein lies one of the major links between the program planning process and evaluation. Evaluation of program effectiveness is made extremely difficult unless intended impacts of the program are stated in clearly measurable terms. This stage is important because it determines the feasibility and likely utility of program evaluation.

Application of this Framework to the Present Study

The evaluation study began with a request in the fall of 1979 from the Nutrition at School Core Committee to evaluate certain facets of the program, particularly teacher involvement. Nutrition at School met the criteria of the evaluability assessment stage. Program goals and objectives were clearly defined and measurable. Program activities were linked to these measurable objectives and were presented in such a way as to encourage teachers to apply them in unique ways within their own grade levels, classroom environments, and lesson plans. The group requesting the evaluation was enthusiastic, and had identified the purpose of the evaluation and the uses for which the results would be applied. Resource availability was ensured by a grant supplied to cover the costs of the evaluation.

The articulation of management information needs stage involved identifying the specific questions which needed to be answered by the evaluation. Several meetings were held to define specific needs and to determine which methodology would provide the most credible and useful information. Examples of where decisions were reached through this iterative process included the areas of survey methodology, sample size, questionnaire construction, type of analysis, and format of presentation of data.

In the application stage, a summative approach was taken as the Nutrition at School Core Committee wished the evaluation to assess the effectiveness of certain facets of the program and achievement of the goals for teacher involvement in the previous four years. Although the program is a continuing one, it is only in a specified school for one year at a time, and thus each school offering may be thought of as a separate program.

The specific processes which were used in the application stage depended upon the time and resources available, and the needs and wishes of the decision-makers. A mailed questionnaire was used to determine the extent of teacher participation in the year they were involved in the program, and in subsequent years. Teacher involvement included teaching of concepts, meeting objectives, and using materials. Resources and time availability meant that only one questionnaire was sent.

At the conclusion of the summative evaluation, findings and possible implications were presented in a final report to the Nutrition at School Core Committee. In this disposition stage, the Committee met with the evaluator to clarify results of the evaluation so that they could more easily incorporate the findings into the program decision making process. The results helped to pinpoint areas for improvement and assisted in the development of viable solutions.

Methodology

The evaluation employed a summative approach consisting of a province-wide mail survey conducted in June and November of 1980. The sampling design included teachers from Edmonton separate schools, Calgary public and separate schools, and rural schools — defined broadly to include all schools outside the metropolitan Edmonton and Calgary areas. Edmonton public schools were not included, because another similar nutrition education program was currently being offered, a factor which might have biased the results. Due to a teacher's strike, Calgary teachers were not surveyed until November, 1980.

A sample of 500 teachers was randomly selected from all teachers of grades K–6 who had been involved in the program during any school year from 1976-1980. The number of teachers selected was based on the total number involved in urban and rural schools in each year of the program. Two hundred and seventy-six teachers responded to the survey representing a return rate of 55%. Urban teachers represented 23% of the respondents while 77% of the respondents were from rural schools. Sex of respondents was not considered a relevant factor in this study, thus sex was not asked.

The teachers answered questions on their involvement in teaching the specific nutrition concepts and activities from the *Big Ideas in Nutrition Education* packages, use of these and other nutrition education resource materials, the range of nutrition education special activities which were conducted in the schools, and their reaction to follow-up materials developed for the program. A sample question, indicative of the type of questions asked, is shown in Figure 2.[1]

1. For each **CONCEPT** listed below:
    1. **Circle** the year you were *first* involved in the Nutrition at School program.
    2. **Check** *each* year in which you taught the *concept*.
    3. If you did *not* teach the *concept* **check** all those reasons why you did not.

CONCEPTS for Teachers of Grades K to 3	Year				Reasons for not teaching CONCEPT (Check all those that apply)
	1976/ 1977	1977/ 1978	1978/ 1979	1979/ 1980	
A. A balanced daily diet includes foods selected from each of the four food groups.	____	____	____	____	☐ not enough class time ☐ not enough preparation time ☐ concept too complex for students ☐ resource material too complex for students ☐ resource material not appropriate for integration into lesson plans ☐ other (specify) ____________

Figure 2. Sample questions from mailed questionnaire.

Findings

Teachers at both levels were found to be supportive of teaching nutritional concepts and participating in the Nutrition at School program. The in-service workshop and provision of food samples acted as motivators to encourage teacher participation. Involvement by teachers, however, in terms of teaching of nutrition concepts, achievement of teaching objectives, and use of resource materials, was found in general to decrease in subsequent years after the food sample program ended. Perceived achievement of the objectives of the program and the number of nutritional concepts taught was generally lower for the teachers of grades 4–6 than for K–3 and showed a decided drop following the first year of involvement in the program. Table 1 shows the percentage of K–3 and 4–6 teachers who taught the nutritional concepts and met the teaching objectives in each year.

Teachers of Grades K–3

Specifically, the percentages of K–3 teachers teaching nutritional Concepts A and B in their first year of involvement in the program were high. The percentage of teachers who reported they taught Concept A in their first year of involvement ranged from 91.7% to 96.0%. Similarly, for Concept B the range was 88.9% to 92.0%. The same pattern was noted for the percentages who achieved the teaching objectives in their first year of involvement, with the exception of Objective 4 (function). Although the percentage of teachers meeting this objective in their first year of involvement in the Nutrition at School program had been increasing, it was still much lower than for the other teaching objectives (ranging from a low of 62.5% for 1976/77

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[1] Copies of the questionnaire are available from the authors.

Table 1

Percentage of all K-3 and 4-6 Teachers Who Taught Concepts and Achieved Teaching Objectives in the Year First Involved in the Nutrition at School Program and in the Years Following

	Concepts and Teaching Objectives											
	Concept A (Balanced diet)		Concept B (Food Groups)		Objective 1 (Identification)		Objective 2 (Classification)		Objective 3 (Selection)		Objective 4 (Function)	
Years first Involved in Program and Subsequent Years	No. who taught concept	Adj. %	No. who taught concept	Adj. %	No. who achieved objective	Adj. %	No. who achieved objective	Adj. %	No. who achieved objective	Adj. %	No. who achieved objective	Adj. %
K-3 Teachers												
Teachers first involved in program in 1976/77: n = 24												
*1976/77	22	91.7	22	91.7	22	91.7	23	95.8	21	87.5	15	62.5
1977/78	21	87.5	21	87.5	20	83.3	19	79.1	18	75.0	13	54.2
1978/79	19	79.2	17	70.8	18	75.0	17	70.8	16	66.7	11	45.8
1979/80	18	75.0	18	75.0	18	75.0	17	70.8	17	70.8	12	50.0
Teachers first involved in program in 1977/78: n = 27												
*1977/78	25	92.6	24	88.9	25	92.6	22	81.5	23	85.2	18	66.7
1978/79	19	70.4	19	70.4	16	59.3	16	59.3	16	59.3	10	37.0
1979/80	18	66.7	17	63.0	16	59.3	15	55.6	14	51.9	10	37.0
Teachers first involved in program in 1978/79: n = 50												
*1978/79	48	96.0	46	92.0	48	96.0	50	100.0	47	94.0	36	72.0
1979/80	35	70.0	35	70.0	39	78.0	37	74.0	35	70.0	27	54.0
Teachers first involved in program in 1979/80: n = 90												
*1979/80	84	93.3	82	91.1	86	95.6	85	94.4	85	94.4	63	70.0
4-6 Teachers												
Teachers first involved in program in 1976/77: n = 13												
*1976/77	11	84.6	11	84.6	8	66.7	8	66.7	8	66.7	6	50.0
1977/78	7	53.8	8	61.5	5	41.7	6	50.0	5	41.7	3	25.0
1978/79	6	46.2	6	46.2	3	25.0	6	46.2	6	46.2	4	33.3
1979/80	6	46.2	6	46.2	3	25.0	4	30.8	5	38.5	4	33.3
Teachers first involved in program in 1977/78: n = 17												
*1977/78	14	82.4	16	94.1	10	58.8	12	70.6	12	70.6	8	47.1
1978/79	6	35.3	7	41.2	4	23.5	7	41.2	5	29.4	3	17.6
1979/80	8	47.1	8	47.1	5	29.4	6	35.2	5	29.4	5	29.4
Teachers first involved in program in 1978/79: n = 26												
*1978/79	21	80.8	22	84.6	15	57.7	22	84.6	19	73.1	18	69.2
1979/80	10	38.2	10	38.4	3	11.5	6	23.1	7	26.9	5	19.2
Teachers first involved in program in 1979/80: n = 60												
*1979/80	54	90.0	58	96.7	36	60.0	56	93.3	46	76.7	41	68.3

*Denotes year when teachers were first involved in the Nutrition at School Program. The years below are the years subsequent to the year of first involvement in the program.

teachers to a high of 72.0% for 1978/79 teachers). Of the teachers who stated reasons for not achieving this objective, most felt Objective 4 was too complex for the students, while others stated they did not have enough class time or preparation time to meet the objective.

In years following the first year of involvement in the program, the percentage of K-3 teachers who taught the nutritional Concepts A and B decreased. The average decrease for Concept A was 17.5% and 14.9% for Concept B, for 1976/77 to 1978/79. Comments by some teachers indicated that they felt nutrition education should be (or is) included in the health curriculum and, therefore, should be taught by the health teacher. Lack of class time (the most often cited reason for not teaching Concept A) and the feeling that the concept was too complex for the students (the main reason given for not teaching Concept B) were major reasons stated by the teachers.

The percentage of teachers who achieved the teaching objectives in the years following the year of first involvement showed a comparable drop and leveling off after the second subsequent year. The average decrease in the number of teachers who did not meet the teaching objectives in the year following their first year of involvement in the program for each training objective was as follows: Objective 1, 19.9% decrease; Objective 2, 21.6% decrease; Objective 3, 20.8% decrease; and Objective 4, 18.7% decrease. The data indicated, in general, that 75% of the sampled teachers of grades K-3 were still teaching Concepts A and B four years after their first involvement in the program. However, the average drop in the number of teachers who failed to achieve a teaching objective in the year following their first year of involvement in the Nutrition at School program was 20%.

Teachers of Grades 4-6

For the teachers of grades 4-6, the percentage of teachers who taught nutritional Concepts A and B in their first year of involvement in the program was lower than for the K-3 teachers, but was still considered by the researcher to be high. The percentage of teachers who taught Concept A ranged from 80.8% to 90%; while 84.6% to 96.7% of the teachers taught Concept B.

The percentages of teachers who achieved the teaching objectives in their first year of involvement in the program was also in general lower than for the K–3 teachers. Again, the function teaching objective, Objective 4, had lower percentages of teachers achieving that objective.

Of the teachers who stated reasons for not achieving Objective 4, lack of class time and the feeling that the objective was too complex for the students were most frequently stated. Lack of class time and/or preparation time was the main reason listed by teachers for not achieving the other teaching objectives as well.

In the years following the first year of involvement in the program, the percentage of grade 4–6 teachers who taught the nutritional concepts decreased sharply. The average drop after the first year of involvement was 40.2% for Concept A and 40.7% for Concept B. By the second year following, percentages appeared to stabilize with between 35% and 47% of the teachers teaching the concepts.

The percentages of teachers who achieved the teaching objectives for grades 4 to 6 in the years following the year of first involvement in the program showed a sharp decrease as well. The average decrease between first year of involvement in program (1976/77 to 1978/79) and first year following was as follows: Objective 1, 35.5% decrease; Objective 2, 35.9% decrease; Objective 3, 37.5% decrease and Objective 4, 34.8% decrease. Although the percentage of teachers achieving the teaching objective in the first year of involvement in the program had, in general, shown an increase since 1976/77 for Objectives 2 to 4, the percentage of these teachers who continued to meet the objective in the year following had decreased.

In summary, the major findings of this section were:

1. The teaching objective which dealt with the function of nutrients presented greater difficulty for teachers to achieve than did the other teaching objectives and nutritional concepts both in the first year of involvement in the program and in the years following.
2. The percentage of teachers teaching nutritional concepts and achieving the objectives of the program was lower for teachers of grades 4–6 than for the K–3 teachers.
3. The percentage of grade 4–6 teachers who reported achieving the teaching objectives in their first year of involvement in the program has shown some increase since 1976/77. However, the percentage achieving the objectives in the years following their first year of involvement, has shown a decline.

Teacher's Use of Resource Materials

In general, use of materials received at the Nutrition at School teacher workshop followed a similar trend to teachers' involvement in teaching nutrition concepts. Use of the materials was high in the year the teacher was involved in the Nutrition at School program, but showed a pronounced decrease in the years following. There were no materials which showed an unusual pattern or trend in their use or which had very high or very low percentages of use.

The teacher workshop materials used most frequently by the teachers and perceived as the most effective for teaching nutrition education were the *Big Ideas in Nutrition Education* materials, including the bar graphs, Canada Food Guide poster, study prints, and illustrated food models. These materials were colorful, ready-to-use materials which the teachers could fit into their classroom lesson plans with little preparation. The most frequently used resource, in addition to the materials received at the Nutrition at School teacher workshop, was films.

A high percentage of teachers felt children should be exposed to nutrition education at least once a year. The majority of teachers stated that the materials received at the Nutrition at School teacher workshop were sufficient to continue to teach nutrition after the food sample program ended, but noted that the materials provided were only sufficient for up to two years following the first year of involvement in the program. Repetition for students due to materials covering several grades did not present a problem for the teachers who responded to the survey. Thirty percent of the teachers suggested repetition is good as it reinforces learning of the concepts. The teachers had various suggestions for handling similar material for different grades. In general, it was suggested that teachers meet and plan together what each teacher would emphasize. Each teacher usually emphasizes certain concepts, or chooses different ideas, guest speakers, and activities to suit the particular grade level. Other teachers found that by coordinating their nutrition program with textbooks and curriculum guides for their grade level, repetition could be avoided.

Most of the teachers preferred to receive nutrition education materials all at once rather than over a period of time. Materials which teachers felt would be useful for teaching nutrition concepts after the formal Nutrition at School program ended were additional classroom learning activities, ideas for special projects, more detailed nutrition information, and resource lists of visual aids and other teaching materials.

In summary, the major findings of this section were:

1. Use of materials received at the Nutrition at School teacher workshop was high in the year the teacher was involved in the program, but decreased in the years following.
2. Materials used most often were the *Big Ideas in Nutrition Education* packages and the attractive, ready-to-use materials such as the food models, study prints, and Canada Food Guide poster. The main reason any materials were not used was lack of time.
3. The most important resource used by teachers in addition to the materials received at the Nutrition at School teacher workshop was films.
4. Repetition for students due to materials covering several grades did not present a problem with teachers. Meeting with other teachers to plan programs together eliminated many potential problems.

Discussion of Findings

The findings of this evaluation suggested several factors which should be considered in assisting classroom teachers in accomplishing the objectives of the Nutrition at School program. Lack of time to prepare materials and lesson plans and to actually teach about nutrition in the classroom was a critical factor in determining what was taught and which materials were used. Since use of materials appeared to be based upon practical considerations such as appeal, ease of use, and appropriateness to grade level, participation should be encouraged through use of materials and activities that are appealing, require little preparation and class time, are easily implemented, and act as motivators to continue to teach about nutrition. It is recommended that more emphasis should be given at the teacher workshops to the variety of teaching activities which are possible and ways to incorporate them into daily lesson plans with minimal preparation. New materials should be provided every two years to maintain enthusiasm in nutrition education and to provide new ideas and activities. Because this program is a team effort between school and agriculture personnel, it is important that emphasis be placed on the total school environment when planning both the teachers' workshop and making changes to the program. Several other evaluation studies (Humphreys, 1971; Cooper & Phillip, 1974; Cook, Eiler & Kaminaka, 1977; Yinger, 1980) focused upon various elements within the teaching environment which may influence what is taught. These include teacher inservice education, number of years of teaching experience, grade level taught, teachers' perceived importance of the subject matter, teaching degree held, school administrative supports, school location (urban/rural), and school enrolment. The present study did not assess all of these. It would be important for the success of such team efforts in nutrition education to recognize the impact of the total school environment on teacher involvement.

Limitations of the Evaluation

Few evaluations are completed without experiencing situations which are problematic. In this evaluation two major limitations influence the application of the findings: the retrospective nature of this data covering a four year period and the timing of the collection of the data. The quality and reliability of future reports on frequency of teaching specific objectives and attaining them would be increased by program planning designs which incorporate an evaluation component each year. The suggestion was made in the conceptual framework that evaluation is part of the program planning process. It is evident that greater attention to this would save time in the long run and allow for a more solid base of information for decision-making.

Due to unforeseen difficulties that necessitated collecting data in Edmonton and rural schools during the last week of school and due to a school strike in Calgary, teachers were asked to complete this evaluation at very stressful times. The frequent mention of time pressures indicate that evaluators should be more sensitive to selecting a data collection time frame that is conductive to careful attention to the task. While one cannot be assured of such attention, subsequent studies would be strengthened.

Conclusion

An evaluation of this type is only one input to the total program planning process. Suggestions for possible courses of action which are indicated by the data in the study have been made. The findings and possible implications presented in this study must, however, be further interpreted by those most closely involved in the program planning process. This study can only provide input to decisions which must also involve consideration of priorities for program development and implementation within the department, available budget allocations, available personnel resources, and any other limitations involved in the operation of the Nutrition at School program. •

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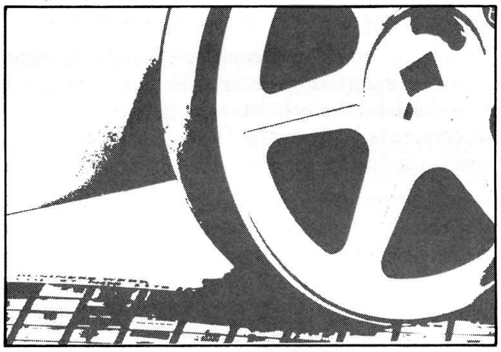

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Canadian Family Time Use Data

Current Status and Future Prospects

Robin Douthitt

Abstract

This article identifies (1) sources of Canadian family time use data, and (2) areas for future research efforts. Data sources were identified through a literature review and correspondence with persons knowledgable about the time allocation patterns of Canadian families to home and market work. Data sources cited are limited in the following ways: (1) they are dated, (2) they do not reflect changing family structures, and (3) they generally ignore time use by children and farm families. The author concludes with a call for faster publication of government statistics and reorganization of data by family structure. It is further argued that home economists should pursue funding in order to mount active research in the area of family time use.

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Résumé

Cet article a pour but d'établir (1) les provenances des données concernant l'emploi du temps par la famille canadienne et (2) les domaines de recherche sur lesquels il faudra se concentrer à l'avenir. Ces données relèvent de recueils documentaires et de correspondances avec certaines personnes bien informées au sujet de la répartition des heures consacrées au travail et au foyer chez la famille canadienne. Les limites suivantes s'appliquent aux provenances de ces données: (1) elles sont datées, (2) elles ne tiennent pas compte de l'évolution de la structure familiale, et (3) elles ne prêtent aucune attention à la façon dont la famille de la ferme et l'enfant occupent leur temps.

L'auteur termine en préconisant une publication gouvernementale de statistiques plus rapide et une réorganisation des données d'après la structure familiale. De plus, l'auteur recommande aux spécialistes en économie familiale de solliciter des fonds afin de pouvoir effectuer une recherche plus active dans le domaine de l'emploi du temps par la famille.

The resources a family has at its discretion may be classified as time, money, capital equipment, and human capital. All are by their nature limited, thus necessitating the allocation of each to that set of consumption activities which yield maximum satisfaction. The purpose of this paper is to review existing Canadian family time allocation data, in order that their voids and shortcomings are identified and priorized into an agenda of directives for future research. Data were identified using several methods. First, an extensive literature review was conducted which encompassed compiling bibliographies, executing a library computer search, and soliciting citations of both published and unpublished (theses) data sources from home economists and related professionals throughout Canada. After reviewing information collected during this phase of the research, personal contacts were made with primary investigators who had collected or analyzed time use data. Further references were compiled and research in progress was identified; thus rounding out the data base.

Research and interest in the area of family time use cross many disciplines. However, this discussion will utilize the precepts of the "New Home Economics" as pioneered by Becker (1965) and Groneau (1977) as an organizational framework. The intention is not to ignore related questions such as the influence of socialization on sex roles which in turn influences the division of labor, but rather to bring some organization and narrow the scope of an otherwise sprawling body of literature. Before proceeding, a summary of the "New Home Economics" and its theoretical implications for the household allocation of time will be presented.

Becker (1965) characterizes the household as deriving satisfaction from a set of goods and services which the household (or one of its members) produces by combining time and market goods. The level of satisfaction which the household is able to attain is thus constrained by the time and money resources at the family's disposal. The process of combining time and market goods is viewed as a productive process, not unlike a farm or small business. When deciding how family members will allocate their time among household work, market work, and leisure, it is assumed that each person would first engage in work at home. This assumption is based on the idea that purchase of certain services, on an hourly basis, exceeds what one is capable of earning in the market. However, one's marginal productivity in the home soon begins to decline, until at some point, the value of goods and services one is able to produce in the home in any hour just equals one's market wage rate. At that point, the individual will enter the labor market and purchase other essential goods and services with money earned. Home productivity is then viewed as a critical determinant of time allocation. One's marginal productivity in the home in any given hour will be affected by the stock of household equipment, age and number of children, and previously accrued skills in household work. Thus, the "New Home Economics" provides a set of theoretical constructs to identify independent variables such as market and household characteristics which are germane to the study of changing family time use patterns.

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Sources of Time Use Data

Exposition of data regarding the allocation of time follows and is divided into three major sections: market work, household work, and the family enterprise.

Market Work

Since Labor Canada collects information about the labor force monthly, data exists on hours of market work. However, timely access to even aggregate information by family structure remains a problem. The most accessible and consistently available information is labor force participation rates. This, however, is most often presented by marital status rather than family structure. So, we know what percentage of married men and married women are in the labor force, but we cannot generally determine if they have children, how many children they have, nor the age of the youngest child. All of these are important factors in time allocation of married men and particularly of married women. The classification "other" is given to those persons who have been married, but are currently divorced, separated, or widowed. Again, we are generally unable to obtain information for a number of variables; for example, study of the labor force participation patterns of single parents from government documents is nearly impossible.

Household Work

With respect to data on household time use, one of the first major studies was conducted in 1971 by Meissner, Humphreys, Meis, and Scheu (1975, also reported by Meissner, 1981). A random sample from the greater Vancouver area population of two parent families in which one of the adults was employed in the labor force was drawn and time budget data collected.

Nearly concurrently, time budget data was being collected in Halifax under the direction of Elliott, Harvey, and Procos (1976), and reported by Harvey and Clark (1975). The Halifax study also used a random sample, but was less restrictive than the Vancouver study in sampling criteria with regard to marital and employment status. Further analysis of the Halifax data was undertaken by Hawrylyshyn (1978) and Alder and Hawrylyshyn (1977) in order to derive aggregate estimates of the value of homemaking services in Canada.

The most recent survey of time use is the National Time Budget Study. These data were collected in 1981 in a project funded by Canada Employment and Immigration. At the time of this writing, results from the study are yet to be published. However, personal communications with the primary investigator reveal that even when the data are made available for public use their application may be severely limited. The major limitation emanates from the fact that no data were collected on household members' relationship, rendering identification of family structure virtually impossible.

A summary of the published research findings regarding average time spent in household work by married women and men follows.

Married women. Table 1 gives an overall view of time spent in household work by married women. Labor force status proves a particularly important determinant of hours worked in the home, with women who are not labor force participants spending nearly twice as much time in household production as their employed counterparts. The Adler and Hawrylyshyn results (see Table 1, column 1) highlight the effect of children in the home on married women's time use. The range of time values reported by Adler and Hawrylyshyn reflect time use by women with zero to four or more children. The Harvey and Meissner results (Table 1, columns 2 and 3) are averages across all families. The two home tasks which require the majority of women's time are food preparation and cleaning. Women who are not employed spend 49–57% of all their time in these two activities as compared to 61–67% of women who are labor force participants.

Table 1
Hours Spent in Household Work per Week by Married Women According to Labor Force Status

	Author		
	Adler and Hawrylyshyn (1977)[a]	Harvey (1975)[b]	Meissner (1981)[c]
Not in labor force	35-60	44.2	42.3
In labor force	20-37	26.6	20.3

[a] p. 339.
[b] pp. 12-16.
[c] pp. 343-366.

Married men. Table 2 presents data regarding time use by married men. Although employed men's contribution to household work is considerably less than their wives', it appears that the contribution of unemployed husbands to household work is comparable to unemployed women (see Table 1). Meissner et al. (1981) report a similar contribution by all employed men (regardless of wife's labor force status or presence of children) to total household work (about 10.5 hours) than that recorded in other studies reported in Table 2. They also found that men specialize in different types of household activities than their wives. Home repairs, gardening, and pet care occupy 60% of the total time spent in household work by married men. No such breakdown was available for men not in the labor force.

Table 2
Hours Spent per Week in Household Work by Married Men

	Husband in labor force		Husband not in labor force
	no children	child less than 5 years old	child less than 5 years old
Total household work[a]	15.0	17.2	44.1
Wife in labor market[b]	10.3	15.0[c]	—
Wife not in labor market[b]	10.5	15.8[c]	—

[a] Source: Harvey and Clark (1975, p. 12-16). No control on wife's labor force status.
[b] Source: Alder and Hawrylyshyn (1977, p. 339-Appendix Table 2).
[c] Data includes one child 6 years of age or younger.

The Family Enterprise

The presence of a family enterprise is also an important determinant of household time allocation. Labor force statistics do capture time spent in such endeavors, **if** they are remunerated. However, family enterprises that are centred in and around the home often require the non-remunerated services of family members and these contributions are not captured by labor statistics.

One particularly suitable example is the family farm. Some preliminary research has been done on farm family time use, but it is an area that cries for more study. Women's farm work in particular, has gone unnoticed. During the fall of 1977 and early winter of 1978, the Canadian Rural Development Council (CRDC) in co-operation with the Federated Women's Institutes of Canada completed a survey of 908 rural women throughout Canada (CRDC, 1979). Since a quota sampling (rather than a random sampling) approach was used, inference from their work must be drawn carefully. However, their results are the only aggregate data on hourly contributions to a family enterprise by Canadian farm women that this author was able to locate. The CRDC study (CRDC, 1979, p. vii) found that rural women spend an average of 53.3 hours in housework each week and approximately 29 hours per week in the family enterprise, where such enterprises exist.

Table 3 shows that there is little difference between time spent in household work by farm and non-rural women (see Table 1), but women who live on family farms take on additional work (farm) responsibilities, with no apparent substitution out of household tasks. Although no data were available on husband's actual time contribution to household work, approximately 33% of rural husbands in the CRDC study reported doing **no** work in the home outside of financial management.

Table 3
Hours Spent in Farm Work and Household Work per Week by Employment Status of Rural Women in a Family Enterprise

	Farm work	Household work	Total Household & farm	Market work
Employed full time	23.4	38.8	62.2	39.5
Employed part time	28.9	53.7	82.6	5.7
Not in labor force	30.7	55.7	86.4	0.0

Source: *Rural Women* (1979, pp. 74, 84, 90).

Limitations in the Application of Time Use Data

Aside from complete voids in our knowledge of how Canadian families spend their time, perhaps the crucial limitation of existing statistics is their datedness. While release of the National Time Budget Study will in part remedy this situation, the lack of identifiers of household relationships will severely limit the usefulness of the data for the family economist. The remaining data were collected in 1971. There have been many changes in the labor force activity of married men and women since 1971, and to the degree such changes impact upon household time allocation, existing data will be inadequate. The section which follows, documents changes in labor force activity as well as evidence regarding the causes of such changes. Finally a discussion of non-labor market related factors which have occurred since 1971 and which are predicted to influence household time allocation will be presented.

Changes in Labor Force Activity

Over the last decade, Canadian married women have been entering the labor market in record numbers. In 1970 the labor force participation rate of this group stood at 32.5%. This compares to a rate of 51.2% by 1982 (Statistics Canada, personal communication, May 1983). From census data, researchers have gleaned some insight into factors which affect either the *probability* a married woman will enter the labor market, or the *hours she will spend* in market work (see Spencer, 1973; Skoulas, 1974; Kirkaldy, 1975; and Nakamura, Nakamura & Cullen, 1979). These parameters of labor force attachment (labor force participation rate and hours of work) will be discussed along with empirical findings regarding factors known to influence each.

Evidence regarding change in labor force participation. Across all census studies (cited above), several variables emerged as significant in determining the probability a married woman would enter the labor market. These factors include wife's education, number of children, age of youngest child, and husband's income.

Wife's education. Empirically, a wife's education is found to have a positive effect on the probability that she will enter the labor market. Aggregate statistics show university enrolments and labor force participation rates of women increasing concurrently. Although data are not available by marital status, between the period of 1974 and 1980, enrolment by female students in Canadian universities increased by approximately 31% as compared to a 5% increase by males over the same period (Farquhar, 1982, p. 51).

Presence of children. The presence of children in the home is found in most cases to be a significant predictor of whether the wife will enter the labor force. The more children, or the younger the youngest child, the less likely a married woman is to work. A glimpse at Canadian women's aggregate fertility rates tends to support these findings. Between 1970 and 1979 the number of live births per 1,000 women dropped from 81.7 to 64.9 (Farquhar, 1982, p. 33). This dramatic decline was followed by increasing labor force participation rates.

Husband's income. Empirical evidence indicates that husband's income has a negative effect on the probability a woman will enter the labor market. Specifically, the lower the husband's income (or if the husband is unemployed), the more likely the wife is to work in the labor market. Between 1971 and 1981, we know that the average earnings of married men (specifically the average income of married men whose major source of income is from employment) has increased from $7,948 (Statistics Canada, 1975, Table 1-26) to $20,225 (Statistics Canada, 1981 Census, personal communication, December 1983). In terms of real dollars, this represents an increase from $7,948 to $8,914. Thus, despite increasing real income of married men, which tends to draw married women out of labor market activity, counterbalancing influences (such as education and fertility rates) have outweighed the income effect.

Evidence regarding changes in hours worked. With respect to number of hours worked in the labor market by married women, Nakamura et al. (1979) found that many of the same factors which influenced labor force participation rates also influenced the number of hours spent in market work by married women. One additional factor, significant in explaining a wife's time devoted to market work, is the wage offered. Nakamura et al. (1979) found that the *higher* the wage offered by employers the *fewer* hours worked on an annual basis. Married women 20-29 and 40-44 years of age were found to be particularly sensitive to such wage changes. Of course, any observed change in the total time spent in market work will be a function of the relative weights of all independent variables (i.e., the sum of the effects of wages, wife's education, presence of children, and husband's income). Aggregate statistics regarding actual hours spent in market work by married women indicate an increasing proportion of women who work are working part-time. In 1975, 78% of married women who worked, worked full-time (Statistics Canada, 1978, p. 102) as compared to only 74% by the end of 1982 (Statistics Canada, 1982, p. 124). While these data do not allow us to conclude whether married women are on average working fewer hours per week (aggregate figures are not published by Statistics Canada), they do represent a general trend which could be indicative of such a shift.

One could argue that changes in the labor force attachment of married women represents no *structural* change in the way families spend their time (i.e., that women who work full time in 1983 spend the same amount of time in household work as women who worked full time in 1971). The argument in essence implies that the only difference we observe in 1983 is *more* married women falling in that category. Similarly, it could be argued that the drop in fertility rates simply implies that more families are falling into the "no children," or "few children" time use categories, but that those groups of people have *not* on average changed their allocation of time to household work. This may be the case; however, it is just as likely that basic changes in preferences for education and children — perhaps the leading commodity produced by families — indeed reflect a major change in attitudes regarding women's and men's roles and responsibilities. It remains unclear whether the National Time Budget Study will help to shed light on these questions.

Other Changes Relevant to Current Family Time Use

While there is room for argument with regard to whether there have been any structural changes in attitudes towards women's and men's work in the home over the last decade, one factor which cannot be ignored is that of changing technology and its impact on families' home and work lives. While many household appliances have been developed over the last decade to do work, few have rivaled the impact of the microwave oven to actually save the time of the homemaker (Robinson, 1980, p. 63). With the advent of microcomputers and their increasingly important role in society and family life, we will likely witness dramatic changes in the way families spend their leisure time (Ellison, 1983). In the not too distant future, microcomputers may also revolutionize the way time is spent in household production. From educating children to the programming of all major appliances, microtechnology is well on its way towards changing our lives and time use in ways we have never imagined. For this reason alone, more recent time use data is needed.

Voids in Family Time Use Data

While limited data are available about family time use, there remain areas of total void. Examples are time use of people in non-traditional family structures, children, and unemployed men.

Non-traditional Family Structures

The nuclear family (the 2-parent, 2.3 child family) is rapidly facing extinction. Recently, Statistics Canada (1983) released a report on divorce and the Canadian family. Here are some of their findings:

- Forty percent of Canadian marriages end in divorce.
- Since 1968 there has been a 500% increase in the divorce rate.
- Divorce has involved half a million children over the last 10 years.
- In 85% of all custody cases, the children are awarded to the mother.
- Three-fourths of all persons who divorce eventually remarry.

Boyd (1976) documents cross-sectional comparisons between married and divorced/separated women's labor force attachment based on 1971 Canadian census data. In 1971, married women with a husband present reported a 36.2% labor force participation rate while divorced women reported a 67.2% labor force participation rate. Not only were divorced women more likely to work, they worked more hours in the labor market than their married counterparts. Given this structural difference in market work between the two groups of women, there may also be systematic differences in their household work effort.

Children

Children's effort in both household and market work has also gone unnoticed in the study of Canadian family time use. In the context of the "New Home Economics," the contribution of children to both household production and financial resources of the family is important from at least two points of view. One point of interest is whether contributions by children complement or substitute for contributions made by parents to family welfare and the second, whether children of different sexes specialize in specific household activities like their parents. The latter point is especially critical since differential investments in human capital by children at early ages will have immediate and long term implications for differential future investments. The next logical dichotomy is time use by children in single parent versus traditional family structures and whether family structure affects their contribution or task specialization. Given that Boyd (1976) found that income losses of women associated with marital dissolution are not recouped by labor force participation, leads one to question whether such losses are compensated for by increased productive activity by children.

Unemployed Men

By sample design, the Canadian time use studies have examined primarily middle class "in tact" families where one — nearly always the husband — or both spouses were employed. As such, we are unable to explain what, if any, effect economic phenomena such as unemployment, have on the husband's household work effort. Specifically, do husbands step up their time contribution to the home economy in lieu of monetary contribution during periods of unemployment or withdrawal from the labor force?

Conclusions and Summary

Overall, we in the home economics profession, and particularly those involved in the areas of family economics and family resource management must take action to increase knowledge about family time use. Only with recent time use data can we address important issues like (1) the impact of new technologies on family time allocation to household and market work, (2) the potential impacts of changes in governmental tax policies (e.g., elimination of the married spouse tax exemption) on Canadian family time allocation, and (3) the value of time spent in homemaking and what such a loss means to the well-being of a family. In light of existing data inadequacies, we are able to respond in a limited way, if at all, to any of these questions.

In order to help remedy these inadequacies we must take several steps. Firstly, we must impress upon the government our data requirements. The need for immediate access to government data on time use is critical. Dissemination of data years after the fact is hardly adequate for us to address the needs of families today and in the future. Secondly, we need to impress upon government officials our need to have data classified in terms of family structure in addition to marital status. Given the increased incidence of single parent families, we need information **today** about the impact of unemployment on such groups in order to assess what social action is needed.

Finally, we must take the initiative to begin work in the area of time use. We must impress upon private and federal funding agencies the necessity of financing research in the area. We need to point out inadequacies as they exist today and the expertise we stand ready to contribute if provided the resources. The challenge is a big one, but one that can and must be met by home economists. •

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Absorption of Dietary Iron

Saskatoon food scientists are trying to identify the compounds in wheat bran that limit the body's ability to absorb dietary iron. The research is under way in the College of Home Economics at the University of Saskatchewan. Linda Zazelenchuk, a masters student in the Interdisciplinary Food Science Program, is doing the work under the supervision of Professor James Olson.

Scientists have been speculating for years about the factors in wheat bran responsible for limiting iron absorption. More precise knowledge might lead to ways of improving the availability (bio-availability) of iron to the body when bran is consumed. This is of particular concern in developing countries where up to 70% of the calorie intake may be provided by cereals. But it is also of interest in developed countries, where people are turning to sources like bran to increase the fibre in their diet.

Zazelenchuk reported that she will compare a variety of compounds in wheat bran that are believed to affect iron absorption. "These include phosphorus, calcium, a number of fibre components, and phytic acid. We're also investigating the effect on iron bio-availability of pea bran, a new fibre source derived from the hulls of field peas."

She'll be working with rats whose iron stores have been depleted to the point of anemia. A total of nine test diets, all with bran as a basic component, will be fed to the experimental animals. Each diet will have different proportions of the bran compounds thought to inhibit iron absorption. By measuring the amount of iron incorporated into the rats' hemoglobin after a week on the diets, she hopes to determine the extent that each compound is responsible for limiting absorption. To simulate human diets, the bran will be cooked in muffins rather than fed raw.

Professor Olson has conducted dietary checks on junior home economics students. He found that 50% of the females were consuming iron at levels below the recommended nutrient intake. Adult males, on the other hand, are generally within the guidelines.

Source: A news dispatch, University of Saskatchewan, Saskatoon.

Enrolment in University Programs

1983-84

Name of University	Undergraduate							Graduate		
	Program	1st	2nd	3rd	4th	Part-Time	Total	Program	Full-Time	Part-Time
Acadia	BSc(HEc)	31	11	20	16	4	82			
Alberta	BSc	120	105	100	92	26	443	MSc—Cl/Tx.	11	1
								—Fam.	11	11
								—Food/Nut.	6	
								PhD—Fam.	3	
								—Food/Nut.	1	
British Columbia	BSc	32	67	55	54		208	MA—Fam. St.	2	
								MSc—Nut.	4	3
								PhD—Nut.	1	
Guelph	BASc Family/Cons. St.	294	242	192	191	52	971	MSc—Cons. St.	6	1
	BComm Hotel/Food	123	130	101	76	11	441	MSc—Fam. St.	29	4
								PhD—Appl. Hum. Nut.	1	
Laval	Bacc. Diet.	64	42	41	27	9	183	MSc—Nut.	9	1
	Bacc. Cons.	26	10	5			54	PhD—Nut.	5	
	Cert. Cons.	5				11	16			
	Maj. Econ. Fam.					5	5			
Manitoba[1]	BHEcol (FS)	58	37	34	14		143	MSc—Fam.	23	1
	BHEcol (FDNU)	91	43	38	27		199	—Food/Nut.	15	4
	BHEcol (CLTX)	73	52	31	21		177	—Cl/Tx.	15	2
	BHEcol (COMP)	21	19	8	6		54	PhD—Interdisc.	1	
	→ BHEcol/BEd		8	4	12 (5th 2)		26			
McGill	BSc(FSc)	51	55	44		7	157	MSc	7	
	BEd(HEc)	3	3			1	7			
Moncton	BSc	15	16	14	8	13	66	MSc	3	7
	Cert.					3	3			
Montreal	BSc (Nut.)	50	40	31	40		161	MSc—Nut.	29	
	Post BSc (Diet. Intern.)				1		1	PhD—Nut.	1	
Mount St. Vincent	BScHE	34	←	57		4	95	MA	1	5
	BHE	33	←	47	→	19	99			
	→ BHE/BEd	4	←	5	→	1	10			
New Brunswick	→ BEd	19	7	6	11	8	51	MEd		5
Ottawa[2]	BSc(Biochem.)			25	7		32			
	BSc(Hon. Nut.)			25	5		30			
P.E.I.	BSc(HEc)	15	9	13	10	4	51			
Ryerson	BAA	92	77	72	66	11	318			
Saskatchewan	BSHEc	48	56	35	50	11	200	MSc	1	
St. Francis Xavier	BSc	31	25	15	25		96			
Toronto[3]	BSc			64	34		98	MSc	22	3
								MHSc	17	
								PhD	13	1
Western (Brescia)	BSc(HEc)			9		5	14			
	BSc(HEc) Hon.	52	30	28	31	19	160			
Windsor	BA(SocSc)			36		57	93			
	BA(SocSc) Hon.				18	11	29			

Source: Deans and Directors of Home Economics, Annual Meeting, October 1983

[1] Undergraduate totals include 110 part-time students.

[2] First two years of the program are same as biochemistry; cannot categorize nutrition and dietetics students until third year.

[3] Not able to identify nutrition majors until third year.

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   b. a degree in a related field from a recognized university who by interest and activity serves the goals of the Association or,
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   d. The Board of Directors may grant active membership to one who, after five years of associate membership in the Association, is deemed to have made an active contribution to the Association or the profession.
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Si vous voulez faire un bref exposé, exprimer votre opinion, ou amener des renseignements supplémentaires sur des points traités dans des articles déjà parus, nous vous invitons à **écrire à la rédaction.** Vos lettres nous permettent de savoir quels sont vos intérêts, et elles aident à stimuler la discussion parmi les membres.

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